

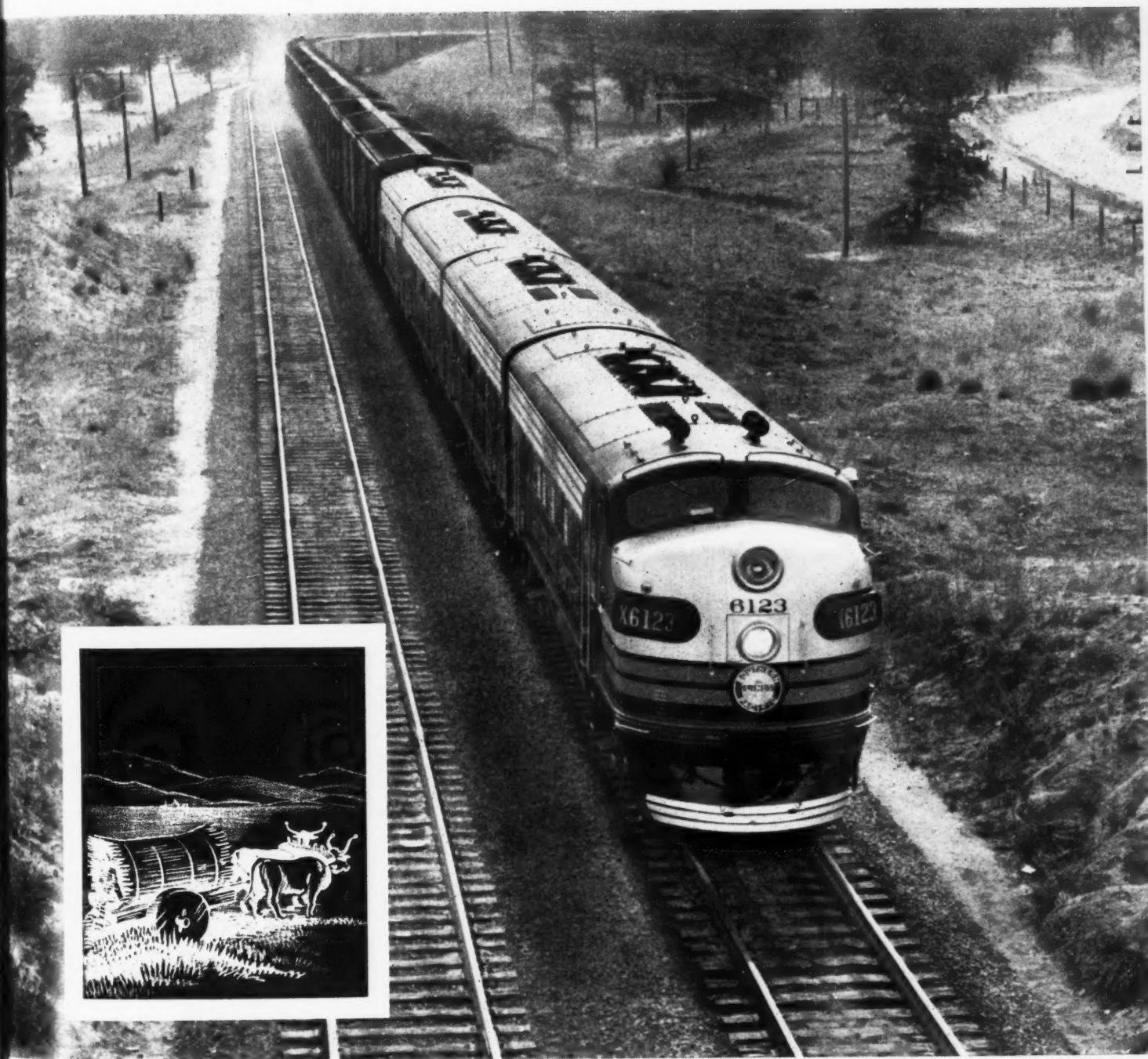
Edun

V.52⁷



CALIFORNIA TEACHERS ASSOCIATION

OCTOBER, 1956



Transportation marks the progress and measures the future of California.



Five-way protection with CTA-approved
FIRE INSURANCE PACKAGE
 may cost you no more than partial coverage!

YOU GET all five basic home coverages in this convenient policy, yet your cost may be no more than you are now paying for only two or three!

FOR EXAMPLE:—The average CTA home owner has \$10,000 fire insurance on his dwelling and \$3,500 fire coverage on contents, for which he pays a 3-year premium of \$85. A comparable CTA-approved package policy would provide him with the same \$10,000 fire insurance on dwelling, plus an extra \$500 on contents, and also liberal amounts of the other three coverages described on this page. Premium value of this complete package, on a separate policy basis at standard rates, is at least \$137.50. But his estimated net cost, based on \$110 initial premium less \$22 probable dividend at policy expiration, would be only \$88—or just \$3 more than the \$85 average price he is currently paying for the two first-named fire coverages, alone!

To obtain your costs for five-way "package" protection, merely fill in and mail the reply form.

SEND NOW — DON'T WAIT!! Even if your dwelling policy does not expire soon, mail coupon NOW for advance quote giving you ample time to compare costs. Be sure to insert date your present fire policy expires.



1 FIRE — DWELLING

Fire, lightning, removal, windstorm, hail, explosion, riot, aircraft damage, non-owned vehicle damage, smoke damage, and other usual extended coverages.



2 FIRE — CONTENTS

All dwelling coverages, as above for your personal property anywhere in the world, including furniture, silverware, glassware, clothing, luggage, cameras, sports equipment, appliances. Also jewelry, furs, cash.



3 THEFT: HOME & AWAY

Burglary, robbery, theft (including from unattended locked automobile), and larceny. Also damage to dwelling or contents caused by theft or attempted theft.



4 PERSONAL LIABILITY

Accidents on and off premises for which you are liable, including injuries caused by pets, children, or sports. Also payments of resulting medical expenses.



5 GLASS BREAKAGE

Insures your home against glass breakage from any cause, including earthquakes. Covers windows, glass doors, transoms. Does not include mirrors, except where built in. Limit \$50 per occurrence.

CTA Journal

IRON HORSE

Our cover picture is a Southern Pacific diesel freight train in the Tehachapi mountains, illustrating our feature on the development of transportation in California, part of a series on "Land of Promise." The inset sketch of the Mexican carreta symbolizes a century-old method of "getting places." See page 5.

Offices of the Association

693 Sutter Street
San Francisco 2, Calif.
Phone PR 6-4110

CTA Journal is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August by the California Teachers Association, 693 Sutter St., San Francisco 2, California.

Copyright 1956 by the California Teachers Association. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Education Press Association of America.

Membership dues are \$12 a year, including subscription to the CTA Journal. Other subscriptions \$2 per year, foreign subscriptions \$3 per year.

Entered as second-class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879.

Advertising: Represented nationally by State Teachers Magazines, Inc., 307 No. Michigan Ave., Chicago 1. Western office: Ralph Harker Associates, 600 So. New Hampshire Ave., Los Angeles 5. Direct advertising may be addressed to the office of publication. Rate cards will be furnished on request.

Manuscripts, photographs, and drawings on educational subjects are invited but the publisher assumes no responsibility for return or compensation. Opinions of writers do not necessarily reflect the views of the California Teachers Association. Correspondence should be addressed to the editor.

Change of address, stating both old and new addresses, should reach CTA Membership Department, 693 Sutter Street, San Francisco 2, at least a month before normal delivery date.

Association Activities

- What Is A Teacher's Work Year? 9
Kenneth R. Brown
- Prepare Now For Our Centennial 12
Martha Shull
- Do Group Health Plans Affect Teacher Salaries? 15
Frank W. Parr
- Calendar of Coming Events 18
- What I'd Like to Know Is . . . 19
Harry A. Fosdick
- Yes on 2 and 3 25

Articles of Professional Interest

- Oxcart to Airplane 5
J. Wilson McKenney
- What Does A Junior College Offer? 7
Stewart Marsh
- Tell Them While They're Young! 10
Philip H. Pease
- How Doth the Little Busy Bee? 13
Max Rafferty
- We Are Winning the Fight Against Litterbugs 16
Jerry Carpenter
- From the Field 20 Education U.S.A. 22
- The Teacher's Role In the Vision Program 29
James R. Gregg
- Administrator Antipathy 40
Fern Fletcher

Editorial

- The Crucial Years 3
Arthur F. Corey

Miscellany

- Les Landin cartoons 14-18-40; New Books 33;
Audio-Visual Aids 36; Yours for the Asking 39

JACK D. REES, President

MARY STEWART RHODES, Vice President

ARTHUR F. COREY, Executive Secretary

J. WILSON MCKENNEY, Editor

MARGARET F. ATKINSON, Art Director

VIVIAN L. TOEWE, Advertising Manager



There's this about Coke ...

"You trust its quality"

In hospitals, offices, stores . . . familiar
red coolers invite you to pause
for ice-cold Coca-Cola. When you do,
you know what to expect.
*Delicious flavor, unmatched in all the world--
wholesome refreshment, pure as sunlight--
unvarying quality that has made Coke the
overwhelming favorite of four generations.*



"COKE" IS A REGISTERED TRADE-MARK.

COPYRIGHT 1954, THE COCA-COLA COMPANY



Arthur F. Corey
CTA Executive Secretary

Delivering the major address at the annual conference banquet and closing general session of the National Commission on Teacher Education and Professional Standards at Parkland, Washington, June 29, Dr. Corey emphasized that the major problems facing public education could be solved if the nation had an adequate program of teacher education. Reproduced below are excerpts from his speech entitled "The Professional Standards Movement in Teaching: The Crucial Years Ahead."

The Crucial Years Ahead

The basic financial support of education is everywhere inadequate and in many places a shocking disgrace. The failure of some of our state governments and also of our federal government to face this issue squarely will be considered by historians of the future as one of the inexplicable aspects of modern American life. School finance in America is a patchwork of expediency.

The teaching profession is plagued by personnel problems which ought never to exist. We profess to prepare young people to teach and when they report for duty we employ a flying squadron of administrators, supervisors, and coordinators to watch over them and tell them meticulously what to do. We have within the profession an employer-employee relationship which is the basis of much of our job dissatisfaction and consumes much of our energy in frustration and antagonism. Personnel relations has too often been a nice-sounding expression to cover the techniques through which those who give the orders are kept on speaking terms with those who are supposed to execute them. In many areas we do not ourselves consider teachers to be professionals. The gravest danger in the threat of unionization of teachers is that this union movement accepts and cements this employer-employee relationship and rejects the necessity for making the teacher a trained professional, competent to handle his task without minute supervision and working in a cooperative partnership with those who offer educational services outside the classroom.

The most difficult aspect of school finance is the provision for adequate staff salaries. The last half-century has provided ample evidence that as teachers become better prepared and more professional, the public responds in respect and appreciation. Real professional salaries can be achieved only when teachers enjoy adequate professional preparation.

We will need a better general education for tomorrow's teachers. The expanding store of human knowledge, and the broadening of educational goals, now demand, and will increasingly

demand in the future, that teachers must be educated people. This means that we will be forced to require a pre-requisite general education for teachers which covers adequately the major aspects of our culture. Not just any bachelor's degree will meet the need. The undergraduate program must provide work of relatively high calibre in language, literature, science, mathematics, history, fine arts, sociology, and political science. This program will require a full four years of college work with no time remaining for professional specialization.

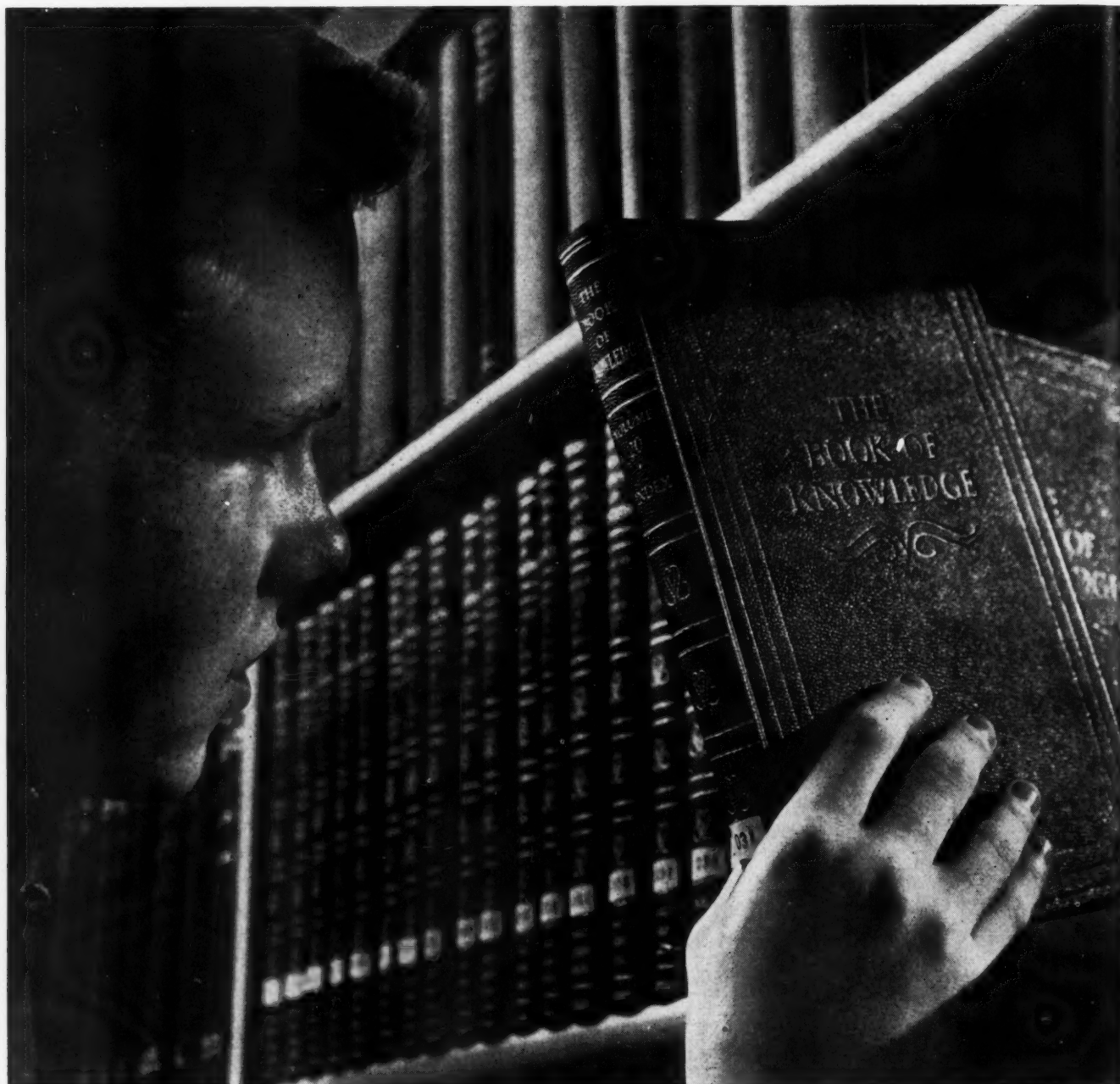
In spite of the traditional arguments against it, many influences are conspiring to make necessary the limitation of actual professional education to the graduate level.

The areas of minimum skill and knowledge which will be necessary for tomorrow's teachers cannot possibly be acquired in less than two years of graduate professional school. This, then, should be followed by the equivalent of an additional year's study taken during the first five years of actual teaching service and culminating in the doctor's degree. The degree would not be patterned after the traditional Ph.D. program, but would be developed as a practical professional degree similar in nature to that now in use for medicine and theology.

Teaching being the only major profession which is socialized, it follows naturally that teacher education should also be socialized. A few hundred, or even a few thousand scholarships, will not be enough. The professional school of education should be available without cost for tuition or living expenses to any student who can meet its standards. Selection standards must be severe, but anyone who can meet them and continue to do satisfactorily the work required in the professional school must be subsidized at state and federal expense. Nothing less than this economic advantage will provide the number of teachers we must have in tomorrow's America.

A.F.C.

**HE'S REACHING FOR MORE
THAN HE KNOWS!**



Through The Book of Knowledge he will enter the wonderful world of reading . . . and live in it the rest of his life.

Discover the modern Book of Knowledge!

20 volumes of enrichment material for classroom and library • Quick fact-finding cross-index plus 1860 concise fact entries • 12,200 illustrations: big, dramatic bleed photographs, drawings, modern charts and maps—all in beautiful color and black and white.

THE BOOK OF KNOWLEDGE[®]

The Children's Encyclopedia

A publication of THE GROLIER SOCIETY INC.® 2 West 45th Street, N. Y. 36, N. Y.

Transportation of passengers and goods has been an important factor in the development of California. What part will the public schools take in the continued growth of the state?

LAND OF PROMISE

Oxcart to Airplane

This article on transportation is the second in the "Land of Promise" series written by the editor of CTA Journal. The first, describing population growth in California, was in the September edition and the third, to be published in the November edition, will discuss agriculture. The series is intended to highlight growth and development in California, with its implications for public education.

SQUEALING to high heaven, the Mexican *carreta*, or oxcart, common to the California scene before 1850, could travel 20 miles in a long day if the oxen were favorably disposed. The modern jet liner also makes a lot of noise, but it spans the continent in the time between lunch and dinner on the same day. Capacity for noise-making is the only point in common between the two carriers, except that they both transport goods and passengers.

In 100 years the *carreta* has retired to the museum, supplanted by railroad, steamboat, motor truck, pipeline, and airline. A hatful of soapsuds could momentarily stop the squeaking of the *carreta's* oaken wheels, but the only force that could still the roar of modern commerce would be the sudden immobility of the world's oil wells. Speed, comfort, safety, and volume mark great changes in transportation development, a transition which parallels California's century of gargantuan growth.

From the very beginning, Californians depended on transport for survival, exchanging their cowhides for the finished products of the East. But the prairie wagons, stage coaches, and round-the-Horn brigantines provided slow and hazardous routes. The hectic days of the gold rush brought insistent demand for improved transportation, climaxed by the driving of the golden spike at Promontory, Utah, on May 10, 1869.

When the last rails of the Central Pacific and the Union Pacific were joined, the whole nation celebrated, "for in truth, the completion of the first transcontinental railroad marked an epoch."

The Central Pacific, conceived in 1860 (the year of the Pony Express) by a young engineer, Theodore D. Judah, later became the mighty Southern Pacific, boasting "the west's largest transportation system."

Big Four Dominate

A successful partnership of four Sacramento merchants, later known as the "Big Four," forced the Central Pacific over the Sierra, amassed tremendous personal fortunes, and dictated the political and economic fate of the state for more than 40 years. Leland Stanford, who served as governor in 1861 and U.S. Senator in 1855, handled state politics and finance. Collis P. Huntington, master lobbyist, financial wizard, and business genius, was the leader of



Superhighways are important arteries of transportation. Automobile and truck traffic move passengers and freight in growing volume to take a large part of the burden of commerce. This view of the great freeway interchange in central Los Angeles reminds Californians that paved roads are changing the character of our cities. Photo courtesy "Freedom of the American Road" pub. by Ford Motor Co.

the group and outlived his associates. Mark Hopkins (not the clergyman and educator of the same period) quietly remained in the background, offering counsel and suggestion. Charles Crocker, builder of the railroad over Donner Summit, employed 9,000 Chinese coolies and literally drove them as he ranged up and down the line. These men, whose names are now perpetuated by a great university, an art museum and library, a hotel and a bank, had little social conscience and were unscrupulous, but they were strong and daring and they reflected the ethics of their time. They left an ugly blot on an otherwise noble enterprise in the saga of California's growth and development.

The Sacramento Valley Railroad, running between the state capital and Folsom, a distance of 22 miles, was the first rail operation on the Pacific coast. It fired its first locomotive February 22, 1856. A few years later the line was absorbed by the SP.

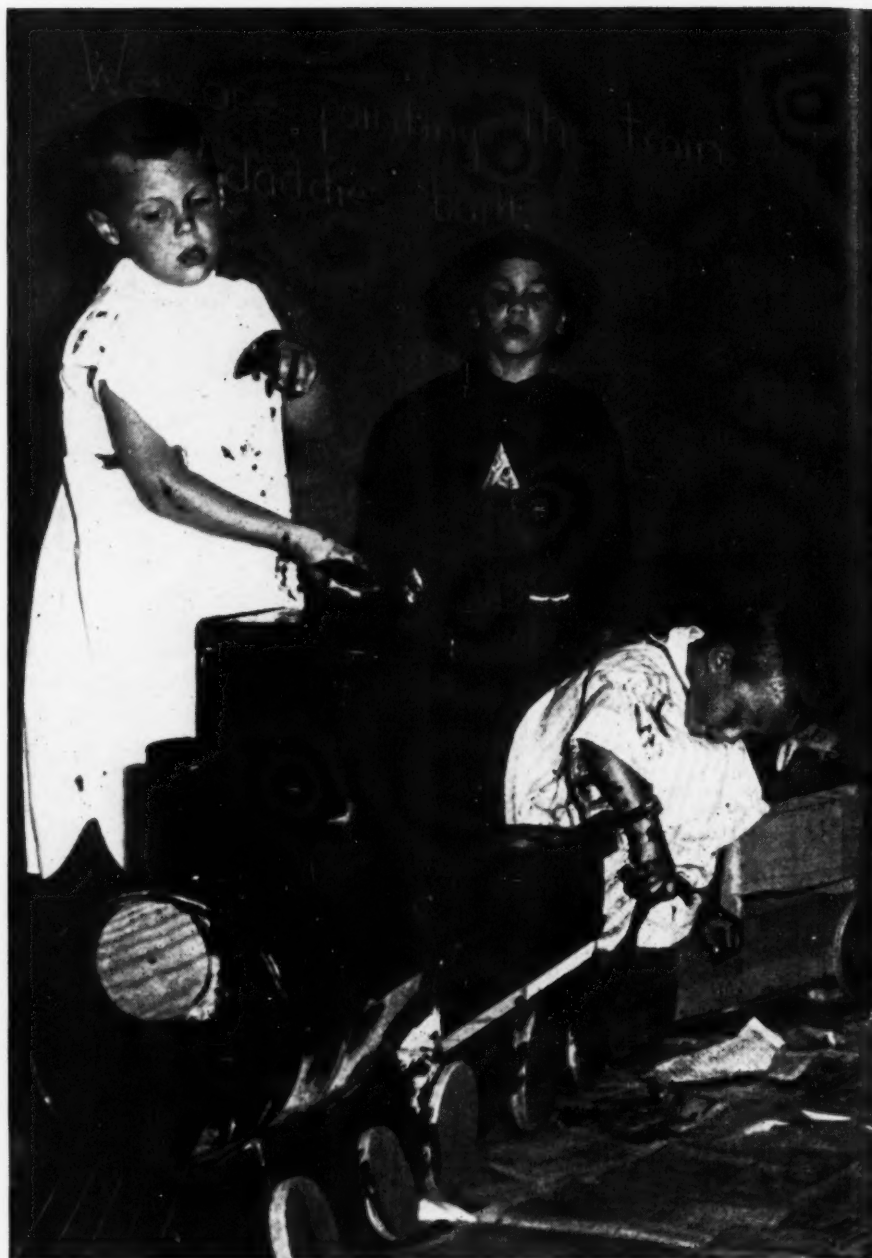
Southern California got its first transcontinental rails when the SP and Santa Fe effected a junction at Deming, New Mexico, in 1881. Two years later the first through trains moved from California to New Orleans on SP lines. The AT&SF Railroad completed its line to Chicago in 1888. Railway construction in the U.S. reached its feverish peak in 1886 when 12,879 miles of track were laid, most of it to bind the west coast with the east. The Union Pacific completed its line from Salt Lake to Los Angeles in 1906 and the Western Pacific's first passenger train made the run from Salt Lake to San Francisco by way of the Feather River Canyon in 1910.

The four major railroads serving California, with the few remaining short-line companies, now operate a total of 7,518 miles of track, nearly 85 per cent powered by diesel engines.

Time Span Is Narrowed

A year after the last spike was driven, a train of Pullman "hotel cars" made the run from Boston to San Francisco in eight days. Only a few years before it had been customary for caravans of west-bound wagons to require eight months for the trip. And now scheduled airlines regularly cover the 3,000 mile coast-to-coast span in less than eight hours!

Railroads are still big business in California. In 1954 railroad purchases in this state totaled \$68 million and



Fathers of these kindergarten children at South San Francisco unified school district helped build a crude model train. The kiddies paint the wooden model—and themselves—in a transportation unit. Association of American Railroads has published excellent booklets and teachers' manuals for study of railroading at all levels. Photo courtesy Dorcas Rosenfeld.

payrolls were \$271 million. In the same year the railroads paid out \$3.28 in federal, state, and local taxes for every dollar paid to their stockholders.

From 1860 to about 1910 the railroads enjoyed a virtual monopoly of passenger and freight traffic to and from California. Not until the First World War did the truck begin to nibble away at the Iron Horse's burden. In the half-century after 1904 motor truck registrations in the U.S. grew from 700 to 9.8 million, with 807,258 in California. Last year rails carried slightly less than half the total freight,

with motor trucks carrying 20 per cent. Changes came even faster in percentage of total passenger traffic, with automobiles now carrying 90 per cent, leaving four per cent to railroads, three per cent to airlines, and three per cent to buses.

So meteoric is the change in modern transportation that experts predict that by 1975 the airlines will handle 80 billion passenger miles, or about four times their 1955 level. The record shows that there has been an annual decline in the trackage owned and locomotives operated by the railroads since
(Continued to Page 38)

What Does the Junior College Offer?

Stewart Marsh

Sometimes disparaged as the "glorified high school," the junior college provides the needs of thousands of young people and helps adults to improve their lives.

"I WANT to go to college next year," the young man said, "but I am not sure where."

"Are you interested in a junior college?" his counselor asked.

"Well, I've heard that junior college is nothing but a glorified high school."

"That bothers you?"

"I don't know."

"You will find junior college different from high school, but less so than university. Your studies will be harder. You will have more freedom, but also more responsibility."

The young man looked uncertain and ill-at-ease. "What," he asked, "does a junior college have to offer?"

This is a fair question. The advantages and disadvantages of any type of college depend in large measure upon the individual. Many young people in California will find the junior college suitable to their needs. Others will not.

The public has sometimes only a hazy idea about the junior college. Parents and young people call to ask if it offers a high school diploma, if it offers the Bachelor of Arts degree, upper division work, any college credit at all, etc. Teachers, counselors and administrators of all educational levels are likely to receive questions in this respect. What is it the junior college does, or attempts to do?

Considerable agreement exists among junior college educators in regard to the broad outline of the program. As reported in *A Restudy of the Needs of Higher Education in California*, this is (1) occupational education, (2) general education, (3) lower division college education, (4) guidance, and (5) adult education.

The junior college offers vocational training and specialization for young people not desiring or not capable of four or more years of college. Many semi-professional and skilled jobs require only one or two years of preparation.

Dr. Marsh is a dean at Los Angeles Valley junior college in Van Nuys.

Historically, this was of course one of the main reasons for the growth of the junior college. Colleges and universities traditionally prepared young men for law, medicine and the ministry. An expanding industry and technology demanded an increasing number of skilled workers.

Much has been written about the age of automation. Some see a robot world with ever decreasing employment. Others predict the creation of millions of new jobs. The demand for technicians, as opposed to unskilled workers, will undoubtedly increase.

It has become clear that there is more than one educable intelligence. Various mental abilities exist, and individuals differ in them. Many young people fail to receive educational opportunity when higher education is solely oriented toward verbal skills and intellectual interests. Training is commensurate with capacities in the junior college.

General education does not stand over against occupational education, but goes hand in hand with it. It is true that notions of general education differ and clash and, sometimes, like a smoggy day in the city, they are a vast blur, devoid of outline. The majority of educators, however, place the emphasis on a common cultural heritage in relation to a common citizenship.

Such training is important in preparing young people for family life, and for active and productive membership in the community and state. It guards against one-sided vocationalism and specialization.

General education may be presented in broad survey courses, functional courses, and "great books" courses. For the most part, however, the effort is made to infuse such education into the total offerings of the school, including classwork and student activities.

Lower division or academic transfer work represents another aspect of the program. Some young people prefer to spend a year or two in a junior college before going into a four-year college or

university, although they are eligible for entrance to these institutions on the basis of their high school records. This is a matter of finances, proximity of the college to home, or personal preference.

The junior college cannot compare with the university in facilities, library or renown of faculty. Yet within its province, the junior college apparently does a competent job of instruction. Studies at the University of California indicate that junior college transfers, who were eligible for entrance to university on the basis of their high school records, do as well as native university students in their upper division work.

Some able students cannot enter university because of high school subject deficiencies or grade deficiencies. They have an opportunity in junior college to make these up.

With the so-called "impending tidal wave" of college students ahead, colleges and universities will become more and more crowded. This is particularly true in California because of the great growth in population. To carry out the figure of speech, there are rough waters ahead for many young people who seek entrance to university. Educators predict that the universities and state colleges in California will increasingly stress upper division and graduate work, while the junior colleges will increasingly bear the brunt of lower division work.

Guidance plays an important role in the junior college, as it does in the elementary and high school. It is no reflection on what has gone before to say that many young people are uncertain about their educational and vocational goals at the time they enter college. They need to explore further their own abilities, interests and traits in relation to life choices.

At its best, guidance helps the individual to know himself better, choose realistic goals, and effectively grapple with his problems.

The junior college student sometimes revises his objectives, changes

from one course of study to another, or even comes to the realization that he is not suited for college. This is as it should be.

Adult education, including community services, is mentioned last but it is perhaps not least in this program. In most cases, such education is not something different and apart from the rest of the school. Evening classes are simply an extension of the day program, maintain the same standards, and carry the same college credit.

People attend evening classes to prepare for a vocation, achieve advancement and promotion in their jobs, satisfy lower division requirements, and gain a better general education. More than day, the evening program offers refresher courses and courses related to upgrading the individual's job. Instructors gear their teaching methods to adults and their problems, but the broad objective remains the same for day and evening classes.

Adult education has steadily grown in recent years. More and more people flock to evening classes. There is the increasing realization of the need for continued education in an age of change and complexity.

This, then, is the program in broad outline, and individual junior colleges carry it out with varying degrees of success.

According to the California State Code, anyone who has a high school diploma or who is 18 years of age, and capable of profiting from instruction, may attend the public junior college. There is no tuition. Ordinarily, the school draws its enrollment from the community, is community centered, and qualifies for the title of a community college.

The junior college graduate receives the Associate in Arts degree. This degree represents a minimum of 60 units of work and the fulfillment of certain required subjects including English, United States History and Institutions, and Health Education.

The public junior college has provided educational opportunity through the 14th grade, and has made possible a college education for large numbers of young people. Critics will continue to disparage it as an educational "whistle stop" and a mediocre institution training mediocre people at public expense. Advocates feel, however, that by and large it is effectively carrying out a needed program.

WHAT IS ATE

Education Code Section 13835, concerning service of less than a full year, poses problems of leave and salary

HOW many days in a teacher's employment year? How should salary be deducted when a teacher is absent without leave? These are knotty problems, long debated, on which legislative clarification and interpretation has been needed. California Education Code Section 13835 is the portion of school law which has been written to define payment for service less than a full year. The CTA Salary Committee sought an amendment of this section in the 1955 Legislature, and the legislative change was achieved.

What was the committee trying to do? It determined on two objectives.

The first was the matter of pinning down just what was the working year of the teacher. There were numerous reported instances where the pupil attendance calendar was adopted, then teachers were informed that they should report for duty several days in advance of the opening of school, perhaps remain a few days after the closing of school. Institute practices were beginning to vary considerably between the counties. Statewide, the pupil attendance year had been increased by a week, and there were rumblings of an additional week, or perhaps the four-quarter year.

And How About AWOL?

The second irritating problem was related to the "docking" of teachers for occasional days of absence without leave. Typically the teacher who had to spend a day or two in court, or who had to extend bereavement leave beyond the allowed three days, or perhaps took off the week for a honeymoon, found that the deduction from his monthly pay check was considerably in excess of the amount the district had to expend on the substitute teacher. Without arguing the merits of the lesser pay for the lesser "quality" of services, the irksome part of the arrangement

was the formula for the computation. Usually the teacher's annual salary was divided by the pupil attendance days of the school calendar, or a figure between 175 and 180 days. This produced a "daily salary" figure usually in excess of twenty dollars, or in the case of a teacher at maximum salary, perhaps even in excess of thirty dollars.

The basis for this practice was said to be Section 13835, the opening sentence of which reads:

"A person in a position requiring certification qualifications who serves less than a full school year shall receive as salary only an amount that bears the same ratio to the established annual salary for the position as the time he serves bears to the annual school term."

It is probable that the section was originally written to cover the problem of the teacher who left before the year ended or was employed in mid-year. But, it was also being used to justify the computation for casual absence. Teachers had come to resent the practice of using the smallest possible number of days to compute the deduction, while on the other hand of telling them it was their professional duty to make themselves available for numerous days over and above the pupil attendance total. They even were resentful of the "daily wage" connotation involved in the process, when they were declaring themselves for the concept of the annual salary for the year's professional services.

The committee hoped to strike both targets with a single shaft by the amendment of Section 13835. The best possible definition of the teacher as an annual employee was desired; a divisor was sought for salary deduction which would include the full total of employment days in this annual service. The device was recommended of spelling out in Section 13835 the holidays

TEACHER'S WORK YEAR?

referred to in Article 3 of Chapter 2, Division 4 of the Code, plus any specified days of service to the district. The holiday section, Section 8151, makes specific inclusion of Saturdays and Sundays. The typical school calendar would include, in this fashion, a total of about 285 days. With this divisor many salaries would provide for a deduction not excessively different from the going rate for substitute pay.

The Debate Begins

The new section quickly received statewide attention and comment. Fears were expressed that in extreme cases a few teachers might be clever enough to plan their resignations in such a fashion as to benefit by the long holidays in the school calendar. And what about the summer vacation? This latter matter was cleared up with an Attorney General's opinion to the effect that the Saturdays and Sundays affected by Sections 13835 and 8151 would be only those included within the span of the adopted school district calendar. There had been no intention that any other interpretation would be possible.

However, within the school calendar there were some new administrative problems created by the amended sec-

tion. It was immediately agreed that the new provision did succeed in removing the large differential between the daily substitute and the regular teacher in the instances of occasional casual absence from the classroom, so that one of the hoped-for objectives might have been obtained. On the other hand, the teacher who had used all his accumulated sick leave and beyond this point was to receive only the difference between his salary and the substitute would likely find the new computation to his disadvantage. This circumstance, of course, argued for unlimited accumulation of sick leave and for teachers to let this leave accumulate to as large a total as possible.

A second administrative problem arose from the fact that the fall semester of the school calendar invariably includes more days than the spring semester, because of the long Christmas-New Year holiday. The new computation for teachers working only one semester produced a difference in the total salary for the two semesters, even though the teacher felt that he had worked half of the school year and should be paid one-half of the posted annual salary. Whether or not there is actually a point of discrimination here is perhaps a matter of belief and feeling rather than of fact, but beliefs and feelings are as real as facts in working with people.

Another question was raised by the Saturday and Sunday issue. Must a teacher who is absent on Friday, or other week day, and does not return to class until the following week—must he lose pay for the intervening Saturday and Sunday? Would his sick leave have to include these two week-end days?

The matter of sick leave seems quite clear in Section 13841.1. It contains the sentence: "Every person employed five days a week by the school district in a position requiring certification qualifications shall be entitled to 10 days of absence for illness or injury and such additional days in addition thereto as the governing board may allow for illness or injury, *exclusive of all days he is not required to render service to the district* (italics added), with full pay for a school year of service." It would

appear that the provision for sick leave cannot be affected by the computation, for Saturday and Sunday are declared holidays in Section 8151.

Leave Being Studied

With reference to the absence of a teacher for personal business, the issues are not so clear. Several county counsels' opinions on this matter have been written.

As more of these are prepared there will undoubtedly be further occasion to discuss Section 13835. It is just possible that a further revision of the section may be called for to bring about a greater unanimity of opinion among county counsels. The CTA Salary Committee has maintained a sub-committee to study the section and make further suggestions if these appear to be needed.

It seems accurate to conclude, at the present stage of development, that the 1955 amendment has brought about a realization of the seriousness of the problems related to the service year. For many years, in spite of teacher protest, there had been a general willingness to use the pupil attendance days only in computation of salary deduction for absence without leave, since it was assumed this is all the law called for. This viewpoint has been successfully challenged. The next step will be to achieve throughout the state uniformity in administration of the provisions as they may apply to the variety of salary schedule policies in existence and to assist districts in establishing local regulations which will prevent individual teacher abuse of the new section if such abuse occurs.

Another gain will likely be the encouragement of districts to specify beginning and ending dates of service in the contracts they offer to teachers. This practice would protect both the teacher and district and remove any question as to the number of days required of the contract. The State Salary Committee has approved a recommended contract form for districts which use such a document. This contract will be the subject of a later article.

Kenneth R. Brown
CTA Director of Research



"Let's be sure to
get the next flight."

Philip H. Pease

Tell Them While They're Young!

We shall be needing more teachers for a long time. Here is an excellent example of how gifted eighth-graders are guided toward careers in education

Mr. Pease is administrative assistant to Dr. Melville J. Homfeld, superintendent of Menlo Park city school district, San Mateo county. Dr. Homfeld initiated and guided the project described in the story. Photographs were taken by the author.

“WHY not tell them about teaching while they're young?

Some of the administrators in Menlo Park elementary school district were talking about the public schools' urgent need for more good teachers—young men and women with ability, sound training, and enthusiasm.

They faced the old problem: how to interest the most able young people in our society in teaching as a profession; how to compete with the big salaries attracting these same young people into business and industry. Could we make the case for teaching with little more than the local high school's annual “Career Day”?

Then, our superintendent of schools, Mel Homfeld, said, “Why not tell them about teaching while they're young—before they get to high school?”

That was the beginning. During the next few weeks, we shaped a new and unusual work-study project for a small, selected group of eighth grade students. Its focus of attention was *Teaching as a Profession!*

The last week in May, the program went into action with twenty-five of our most able and academically successful eighth graders, chosen from a class of nearly 250.

We think we succeeded in interesting this unusually able group of children in a teaching career; we have their enthusiastic testimony to support our conclusion. And we believe programs such as ours can be adopted by California elementary schools as an essential preliminary step toward improved teacher recruitment.

The program was designed to answer these questions: What are the aims of modern education? Who are the people

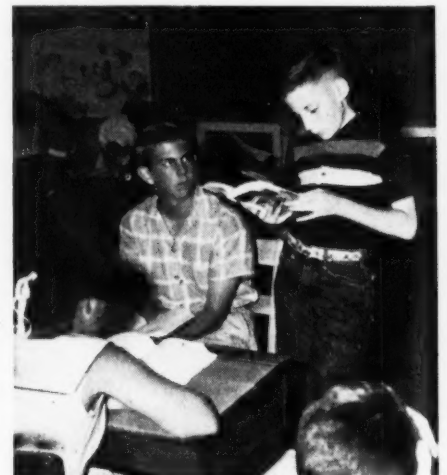


Teacher-Observer Karen Hadden explains arithmetic problem to Third-Grader John Fahey while another elementary student awaits his turn for help.

involved in education? What drew them into it? And, at the heart of the matter, How does a teacher “teach”?

We packed the answers into a week and one-half of concentrated activity involving two solid days of discussion with prominent educational leaders and teacher-trainees, a field trip to the teacher-training facilities at nearby Stanford University, more than ten hours in district classrooms for observation and practice teaching, and four to five hours in seminar evaluations with district administrators.

Dr. Arthur Corey, executive secretary of the California Teachers Association, began the program by answering the rhetorical question: “Why should you teach?”



Directing a reading group, eighth grade Teacher-Observer James Haas (seated) listens intently during the oral reading performance of a fifth-grader.



Chuck-full of answers, first graders stretch hands high to catch the attention of their eighth grade teacher-observer, Sandra Hammermann, during a mental arithmetic lesson.

Debunking the myths of teaching as a soft job—the “six hour” working day, the three months summer “vacation,” the rising salaries—Dr. Corey suggested that teaching simply offered the young person an “unprecedented opportunity to make his life count,” to influence what goes on in the world by helping a great many people do a great variety of things well.

To Make Life Count

After this “kickoff” talk, the eighth graders heard Dr. Rex Turner, superintendent of the nearby Sequoia union high school district, tell how one man had turned to teaching as a profession. With Dr. Turner were two high school students, members of their school’s California Education Club, who told the eighth graders how they had become interested in teaching, and described its attractions as they viewed them.

The following morning the students returned to the discussion to hear more about the profession from Mrs. Betty Grand, student teacher supervisor from San Jose State College. With her came two young people then doing their practice teaching under Mrs. Grand’s supervision—Miss June Baffuno and Mr. Scott Mize. Miss Baffuno, training as a high school business arts teacher, discussed the academic course requirements for secondary teaching, while Mr. Mize discussed the academic program leading toward a general elementary and related credentials.

Last speaker in the orientation discussions was Stanford Football Coach Chuck Taylor, who spoke to the eighth graders about teaching in the physical education field, and coaching.

By that first Friday afternoon, two days and eight speakers after the program’s start, the eighth graders had heard and absorbed all they could in such a short period about the objectives, methods, attractions, and trials of teaching. The heart of the program—the observation and practice of teaching in a classroom—stood before them.

Assigned to Classes

Monday morning, the eighth graders were assigned to individual classrooms, to observe and gain practice teaching experience under the direction of the regular room teacher. Working a scheduled teaching period from 9 to 11 o’clock every day that week—ten-plus hours in all—the eighth graders taught every subject in the curriculum from spelling, through reading and writing, to arithmetic, science, and physical education.

Teachers were astonished at the performance of their eighth grade assistants. Their teacher-observers, they reported, were surprisingly quick to spot problems brewing in the classroom, and assure the teacher’s point of view in meeting them. Their questions were intelligent and pertinent to the situation. They showed unusual ability in

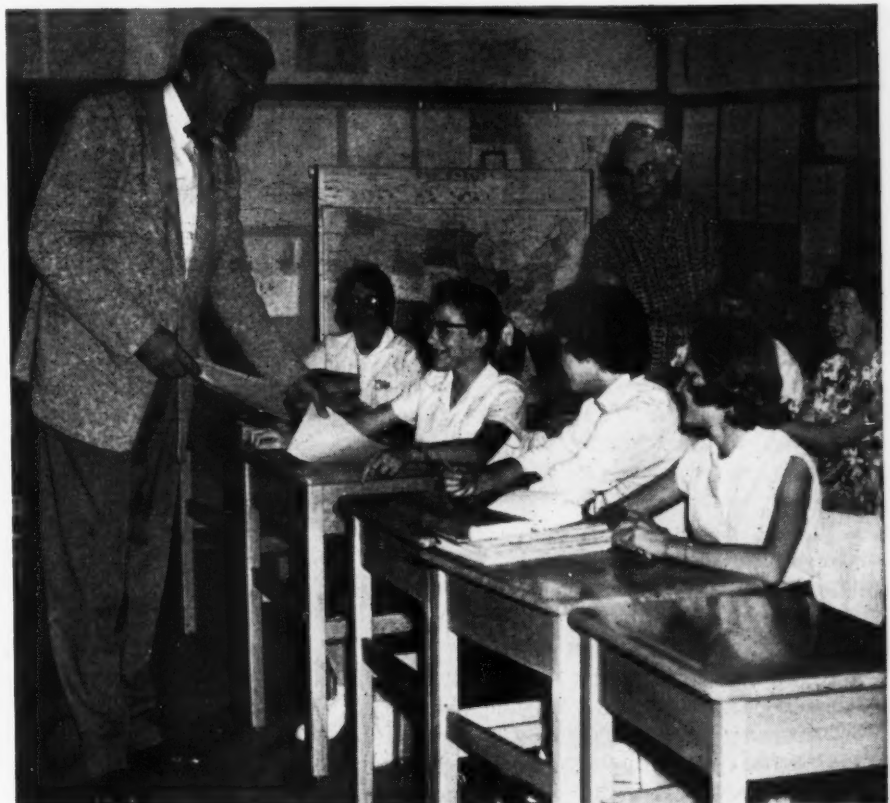
handling the children and presenting subject material.

At least two teachers noted that their eighth grade teacher-observers were as perceptive—sometimes more so—than the college students assigned to them earlier in the year for regular practice teaching experience.

In the hour following the teaching assignment, from 11 to 12 o’clock, there were daily seminars, presided over by school principals and usually attended by the superintendent. Up for discussion were the problems they were meeting in the classroom, possible solutions, and the progress each was making. To these meetings the teacher-observers brought an enthusiasm freshened by experience.

The presiding principal noted: “There was a unanimity of feeling that the teacher’s duty included being sensitive to the exact level of (the child’s) understanding . . . so that there would be (allowance for) variation even within a given age group.

“Methods of discipline were also a subject for enthusiastic discussion, both of the things that caused inattention and of the ways teachers overcame it. Their frankness was . . . completely uncritical, as they concentrated on



Superintendent of Schools Melville J. Homfeld hands out program applications to eighth grade class of Mrs. Doris Beltz. He visited each of the district’s 15 eighth grade classrooms to explain the program of teaching orientation.

solutions to problems . . . it was interesting that no one mentioned punishment. The whole situation was positive. They saw and discussed intelligently items of attention that would do credit to a college psychology class. The setting of a positive classroom atmosphere was the theme of the entire discussion."

Take Field Trip

Most afternoons, the teacher-observers rejoined their regular classes; however, on the fourth day of their classroom work—a Thursday—the eighth grade teacher-observers made an afternoon field trip to Stanford University's main library and the department of education. They visited the department's specialized education library, and were particularly fascinated by the school plant planning laboratory—six rooms of equipment, models, and materials offering comprehensive instruction in the geometry of space, light, and heat. It astonished them that such scientific experimentation and detailed planning had gone into the construction of their classrooms.

The last teaching day was Friday, and at the conclusion of the morning seminar the program was ended.

It had not been easy. The speakers, though lively and enthusiastic themselves, had talked in detail and at length, demanding full attention and concentration. The job of teaching itself had been a challenge to the teacher-observers' maturity, self-discipline, planning, and ability to speak to a young audience and hold its attention. They had done considerable work outside of school hours—all of it voluntarily. And there had been the unglamorous moments, staying to help the teacher clean up, or simply waiting and watching while (in the few classes where two students were assigned to one classroom together) their teacher-observer partner presented the lesson for the day. In every case they had taken up the challenge, and acquitted themselves well.

And we had learned a good deal: The program built in its participants an intense interest in the process of learning itself. The program would have been more successful still had it been held early in the spring when both students and teachers were less absorbed in graduation activities. To increase the length of the program to two weeks, and thereby increase the period spent in the classroom observing

and practice teaching, would intensify its effectiveness several times.

The program served several purposes equally well. Initiated as an early teacher-recruitment project, it gave the student an increased understanding of the teacher-learning process which we expect to pay off in markedly superior academic work. It also seems fully justified as early vocational guidance.

Teacher-observers were chosen largely on the basis of their academic superiority, and their ability to catch up whatever material they might miss. They did not find themselves handicapped when they returned to their classrooms.

On an evaluation form they commented: ". . . I think this has been a very good experience. . . . I learned a lot in the few days I was there, and would love to do it again . . . the program really 'clicked off' . . . (my interest in teaching) was strengthened in a different way from the strength it had before . . ."

But the most gratifying comment of all was a brief sentence which an eighth grade girl penciled along the bottom of her evaluation. She wrote:

"Thank you very much for this opportunity."

PREPARE NOW FOR OUR CENTENNIAL . . .

IT is my high privilege to greet you as President of the NEA in the most momentous year of its long history and of your own professional life. This is our centennial. We all, in a sense, are a hundred years old. Each of us whenever, or wherever, he joined the profession, picked up the baton successively handed down to him from those who started on the mark a century ago. There has been no break in the progression. Its achievements belong especially to no epoch and are credited to no one individual. They have uniformly increased in scope and importance as the years went by. They are the accomplishments of the profession as a whole. Every one of us can be proud to have had a part to play.

It is appropriate that we hold our annual convention next summer in Philadelphia where the NEA began. There we will dedicate ourselves anew to the purposes we have steadfastly adhered to through ten decades, and re-state them in terms dictated by the needs of today.

It is appropriate, also, that we meet in the birthplace of those freedoms which only an enlightened citizenry can attain and preserve. The theme of our convention is "Education Moves Freedom Forward." Its programs will reflect the significance of the organized profession's first one hundred years. The contributions of the public school to a free,

prosperous, and democratic nation will be recounted by speakers, portrayed with exhibits and pageantry, and celebrated in song.

The observance of the NEA Centennial will be by no means confined to the annual convention, June 30-July 6. There is a place in the drama for all teachers. You will, of course, join in the nationwide birthday celebration April 4 when some 6,000 local associations will hold parties to commemorate the founding of the NEA. At these parties and at other events centering around the Centennial, teachers will do more than count the candles on the birthday cake. They will re-tell and appraise the achievements of American education for a century. They will relate the story of education in their own communities in a program of educational interpretation which will deepen the appreciation of citizens for their own schools and for the work which teachers are doing to improve national and community life. Write to the NEA for information on the national program and for helpful suggestions in planning your own.

The Centennial is the greatest opportunity that has ever come to the profession to elevate its position and advance the interests of the schools it serves. The opportunity will not come again for a hundred years. Let's make the most of it.

—Martha Shull, president, National Education Association

Max Rafferty



How Doth The Little Busy Bee ...?

Are we dedicated to the conformity of the beehive?
Or is it our task to encourage the development
of the free individual? Here is a stimulating essay
which should have value for every educator.

IN any consideration of the shape of things to come, there is one brass-bound certainty which can be isolated, labeled, and nailed down, and that is this: it is not going to be fashioned after our own image. The forces acting upon us today are going to produce a world whose social structure will differ as greatly from our own as ours does from that of the anthropoid apes.

I have often felt that the most logical chauffeur for the late H. G. Wells to have placed in charge of his time machine for a jaunt into the future was not a physicist, but an entomologist. Only an authority on insect life will feel at home in the strangely geometrical world order which will characterize the days beyond tomorrow. Especially would this sense of nostalgic familiarity become acute if our time traveler had previously specialized in bees or ants. Logic, you see, operates equally as well on insects as on men, and often with similar results. The future may indeed hold for our descendants the City of God, as Augustine promised, but it will be in the image of the beehive. Or the anthill.

Since our taste for honey usually exceeds our tolerance for formic acid,

Dr. Rafferty, one of the most popular contributors to the Journal, is superintendent of schools in Needles.

let us examine for a moment the implications of an apiarian world.

How Lives the Bee?

A beehive is a comfortable place. It is warm, safe, and stocked with delicious food. Its inhabitants are disciplined, cooperative, and seemingly happy. They labor unceasingly in highly specialized but relatively pleasant jobs for the greater good of the hive. In return, they are cared for by the welfare state from the cradle to the grave, or rather from egg to bird's craw, to keep our parallels properly biological. They are perfectly adjusted to their environment. They are born, they eat, they reproduce, they die. It is difficult for the observer to detect any significant variations of conduct on the part of individual bees.

Such is the life of the social insect, and such it has been, unvarying and immutable, for fifty million years. One fault might perhaps be particularized by the carping critic, and since there will probably be no critics around in a few generations, this may seem so negligible as to be scarcely worth considering. This dubious disadvantage is the previously-mentioned liquidation of the individual.

Any bee larva which, touched and transmuted by some random cosmic ray, showed the faintest signs of becoming a Moses, a Newton, or a Leonardo da Vinci, would ring alarm bells all

over the hive and alert the aroused guardians of the elaborate structure to perform immediately the apian equivalent of euthanasia upon the unfortunate mutation. In justice to our ancient friends, the bees, it should be pointed out that they would take equally drastic preventive action against any larval Hitlers, Stalins, or Genghis Khans.

Individual Doesn't Count

They have thus achieved the delicate balance sought for compulsively by all advanced cultures. It is a subtle and highly developed society, operating for the good of all. It is completely materialistic, absolutely egalitarian, and one hundred per cent deadly to the atypical individual. It has found, apparently, that the individual is more trouble than he is worth, especially when vast population masses have to be provided for.

I submit that the bees, who are senior citizens on this planet and anticipate us by a good many millions of years, have arrived at this evidently final stage of their development through the pressure of ineluctable evolutionary forces acting upon uncounted billions of individuals. It is my further contention that similar forces acting upon the proliferating hordes of our own species will tend to produce similar results. For good measure and for what it may be worth, I will throw in the demonstrable theory that today's educators

are helping the forces of evolution along to the very best of their ability.

Right about here, I can imagine the collective sniff exhaled from thousands of pedagogical nostrils: "What rot! My pupils may resemble a good many things, but busy little bees . . . Ha!"

In rebuttal, had I the time, it could be pointed out that there are such things as drones, of which our own race, as well as that of our winged friends, has always had more than its share. But I would prefer to confine my efforts to pointing out the trends of modern educational and cultural evolution, and to showing the inescapable parallel between what is happening to us and what has already happened to the higher insects.

The Great Dogma of Group Adaptation forms the cornerstone of twentieth century educational theory. As laid down by the pragmatic philosophers, who, paradoxically enough, professed to abhor all dogma, the only eternal verity is that of constant change and flux.

All values are relative.

All truths are mutable.

All standards are variable.

Therefore, the only thing really worth teaching to young people is the ability to react to an ever-shifting environmental kaleidoscope. It is the philosophy of the man on the roller coaster.

Adjustment as a Goal

The goal of all this is adjustment. Whether we realize it or not, the aim of modern education as it has been enunciated by its prophets and soothsayers is maximum adjustment to a fluctuating environment. To a large degree, this objective is in the process of being attained. *Life Magazine* a few years back referred to the current generation of collegians as "the best adjusted, least troublesome" yet. It also had some less complimentary things to say:

"They seem to be most comfortable in groups, and even tend to make dates by fours and sixes. They show no strong urge to glorify or to rebel against their surroundings. They are without public heroes or villains. They are reported to be not so wild as their parents, nor so hard working. They gripe less and hope less. They are willing homemakers and fall quickly into monogamy, more from imitation than from any moral or economic imperative. They are refreshingly free of bigotry or race prejudice; and they believe, if in anything, in democracy and the brotherhood of man. Yet they seem skeptical

and incurious about the machinery and safeguards of democracy."

They have been educated to conform.

They have been conditioned to cooperate.

They have been trained to adjust.

In another generation or two, they should be ready for the hive. . . .

It is true, I suppose, that these young people will lead more comfortable lives than their parents, that as they come into more nearly perfect conformity with their surroundings they will tend to develop fewer neuroses, and that it will prove increasingly difficult for anyone to goad them into mutiny or revolution. All these things may be taken as positive gains. But are there no counterbalancing losses?

Who Will Excel?

What ever happened to that great American renaissance of painting and sculpture and music which the French observer De Tocqueville so confidently predicted for this century when he visited this country in the early days of the republic? "Surely," he enthused, "a land so vast and fruitful, a people so ingenious and virile, composed of the best of all the nations of the earth, above all a nation so free, will put to shame the cultural achievements of past civilizations, and will, within another century, produce such masterpieces in the arts as will dwarf into insignificance the outpouring of classic culture."

It was reasonable. It was logical. It just didn't happen.

What did happen was the incredibly rapid growth of a civilization based upon swift communications and dedicated to creature comforts, but virtually sterile insofar as the production of artistic masterpieces was concerned. The American people had more reason to be happy than any nation which had gone before. They enjoyed life; indeed, they lived largely with that goal alone in view.

Most great contributions to the world's store of culture have been wrung like drops of blood from conflict and revolt.

Michelangelo was disfigured and bitter.

Poe was an alcoholic.

Byron was a libertine.

Coleridge took dope.

Shelley was an atheist.

Beethoven was deaf, friendless, and a boor.

The parade goes on indefinitely. Poor, twisted lives and tragic deaths. Yet, from those lives came immeasurable beauty, bequeathed as a rich legacy unto the race of men.

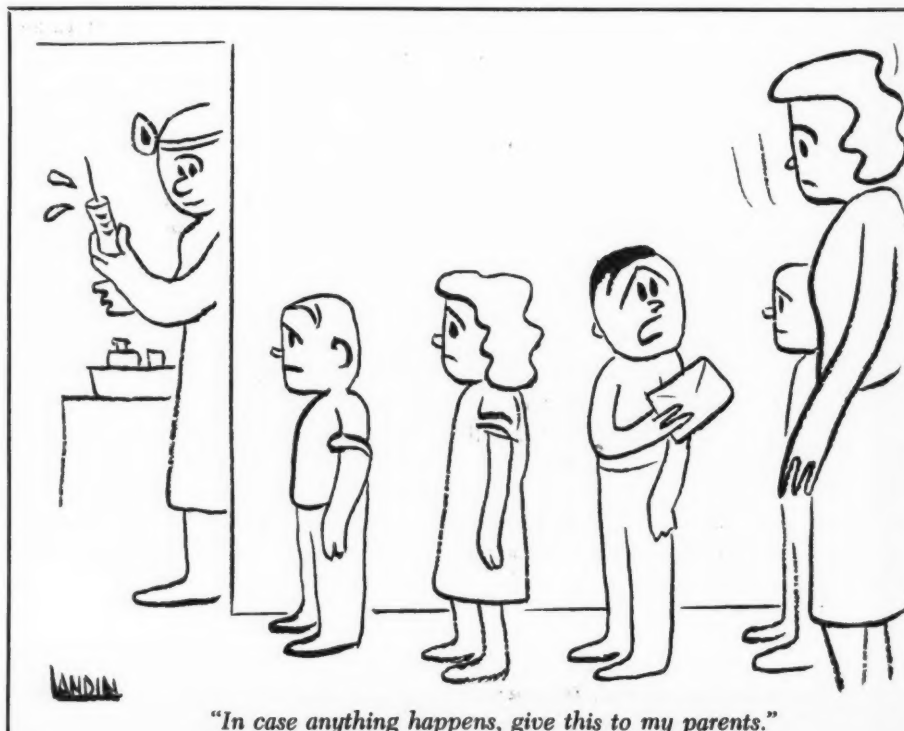
Today, society would shoulder the problems of these men and accept as a challenge the easing of their tensions.

Michelangelo would be sent to a plastic surgeon.

Poe would join Alcoholics Anonymous.

Byron would be buttonholed by marriage counselors.

(Continued to Page 31)



Do Group Health Plans Affect Teacher Salaries?

CTA survey reveals that comparatively few California school districts contribute toward the cost of a group health plan. Effect of fringe benefits in salary studies is cited. Here is a survey summary:

HOW many California school districts contribute at least part of the cost of a group health plan for members of the staff?

In order to answer this question, CTA Special Services department conducted a survey. Here is a summary of the results, recently compiled, as received from officers of CTA chartered local associations:

Sixty per cent, or 275 of the 459 CTA chapters replied on the survey form. Most of the larger chapters were among those replying. The following findings and reactions are based on the 275 replies.

The survey revealed that 261 chapters, or 94.5 per cent, are enrolled in group health plans. The most popular plan was found to be the CTA-Blue Cross Health Plan, which enrolls 175, or 67 per cent, of the chapters represented in the survey. Plans reported and the number of chapters enrolled in each are:

CTA-Blue Cross Health Plan.....	175
California Physicians Service.....	45
Occidental	33
Intercoast	18
Kaiser	15
Others	33

It should be noted that some CTA chapters reported that they are enrolled in more than one health plan. This explains the discrepancy in the totals as related to the number of groups reporting.

The survey revealed that 21 of the 275 chapters replying, or 7.6 per cent, reported that the district pays part of the cost of the group health plan. Since a district is permitted by law to pay up to one-half of the cost of such a plan, most of the 21 districts follow this practice. The following districts reported paying part of the cost of group health plans:

Fresno County:

Reedley Elementary School District

Humboldt County:

Fortuna Union High School District

Kern County:

Delano Union Elementary School District

Arvin Union Elementary School District

Bakersfield City Elementary School

District

Greenfield Union Elementary School

District

Indian Wells Valley and Rand District

Kern County Union High and Junior

College School District

Lakeside School District

Mountain View School District

Richland Elementary School District

Los Angeles:

Arcadia Unified School District

East Whittier City School District

Whittier City (Elementary) School

District

Orange County:

Costa Mesa Union School District

Garden Grove Elementary District

Plumas County:

Plumas Unified School District

Santa Clara County:

Fremont School District

Sunnyvale Elementary School District

Shasta County:

Shasta Union School District

Tulare County:

Exeter Union School District

Only those districts that participated in the November, 1955, survey are included. It would be appreciated if other districts that pay part of the cost of a health plan (not included in the survey) would report this fact to the CTA Research Department.

In reply to the question, "Do you believe that the district should pay part of the cost?" less than half of the chapters replied in the affirmative. The breakdown shows that 121 chapters, or 44 per cent, of those replying checked "yes"; 83 chapters, or 30 per cent, said "no"; and 61 chapters, or 21 per cent, did not reply to this question.

Another interesting fact brought out in the survey was that the idea of having the school district contribute to the

cost of a group health plan has been discussed by 69 chapters, or 25 per cent, of those replying. Comments made on the survey form indicated that other chapters are planning to consider the idea.

Of the 69 chapters that have discussed the idea of having the school district pay part of the cost of their group health plans, only 39 reported that they have proposed the idea to their superintendent for board consideration.

Many comments were made on the completed survey forms. A number of chapters expressed interest in the survey and requested a copy of the final report. Another reaction noted on many replies is summed up in the following quotation from one of the replies: "Last year our executive committee voted *not* to accept fringe benefits, except as a last resort, in lieu of salary increases." On the other hand, a number of chapters reported that they are planning to request that the district pay part of the cost of their group health plan. A few groups said they were not aware of the fact that it was legally possible for a district to contribute to the cost of a group health plan. Several chapters reported that the district was asked to contribute but could not do so because of lack of funds.

—Frank W. Parr
CTA Asst. Exec. Secy.

**HELP PREVENT
CRIPPLING!**



**Polio
victims
still need treatment!
Help provide
Rehabilitation**

**Sister Elizabeth
KENNY
Foundation**

National Headquarters • Minneapolis, Minn.

We Are Winning in the FIGHT AGAINST LITTERBUGS

Jerry Carpenter

THAT we, in California, are winning the fight against litter is being appreciatively acknowledged by the many governmental agencies charged with keeping our roadsides, city streets, beaches, parks and public recreational areas free of debris of all kinds.

That our public premises are far cleaner than ever before is also the critical observation of representatives of the many organizations who are actively engaged in the campaign . . . our chambers of commerce, our public schools, the PTA, California Garden Clubs, the Federation of Women's Clubs, the Roadside Council, Conservation Council, business groups, firms and individuals.

Early in 1953, the year we started work actively, a careful study of then existing litter conditions was made in California, and nationally. The absurdity struck home: a nation which boasts the greatest number per capita of bathrooms, washing machines, vacuum cleaners; of the greatest consumption per capita of water, soap and detergents and the many other aids for cleanliness, at the same time having the most littered public premises of any nation in the world. And, of all the states, California, due partly to its unprecedented growth, had the worst litter conditions of all. It was then that we activated a five-year program to tame the litterbug.

The Plan Is Recognized

Pioneering such a movement was not easy. However, shortly after we started,

Mr. Carpenter has served for more than three decades as director of the travel and recreation department of the California State Chamber of Commerce. He proposed the anti-litter campaign three years ago and deserves major credit for its growing success. Requests for literature and correspondence on this subject may be addressed to Mr. Carpenter at 350 Bush Street, San Francisco 4.

local representatives of many firms which manufacture or use containers of all kinds, and who were serving on our committees, carried the message of our plans and methods of procedure to their national headquarters. As a result, an organization was formed, KEEP AMERICA BEAUTIFUL, Inc., to do nationally what we were doing in California. The "California Plan," as it has been flatteringly called, has now been adopted in many states.

Recently, a nation-wide public opinion poll by the Gallup organization indicated that the American people from coast-to-coast are "fed up" with littering and want something done about it . . . 86 per cent stated categorically that litterbugs should be fined to the full extent of the law.

Unquestionably the campaign is one of the most popular ever to be undertaken in California or elsewhere. In California, the cooperation of our newspapers, radio, television, outdoor advertising, and many business firms in the use of media to educate the public to become litter conscious has been splendid.

Legal Support Improved

While education of the public is regarded as the most important part of the program, other fundamentals had to be taken care of at the same time in order to permit the public to cooperate fully. The anti-litter laws were considerably strengthened by the 1955 legislature so that state, county and



This roadside sign is now a familiar sight along state highways. The legislature put "teeth" in the anti-litter law by providing stiff penalties. Education is considered more important than enforcement, however.

local enforcement officers are now clothed with sufficient authority to enforce these laws, and they are doing so. Our judges are backing up these peace officers by rendering judgments commensurate with the offense, upon conviction. More facilities to permit of public cooperation were and are being established, such as additional trash cans along the roadsides for the disposal of car litter; adequate trash and garbage dumps and disposal services in both unincorporated and incorporated areas. Compulsory collection and disposal service is being advocated instead of such services being optional. Signs along the highways now warn the motorist against littering, and the penalty—\$500 fine and six months in jail.

We realized at the start that no matter how intensively a campaign to educate the public was conducted, the long established habits of carelessness and indifference to litter outside their homes on the part of adults could be only partially successful. Our future motorists and parents must be reached at an impressionable age. Dr. Roy E. Simpson, state superintendent of public instruction, gave it his blessing, stating that such a project fitted into the schools' program of education for re-

ESSAY CONTEST ON LITTER . . . Elementary or high school teachers who assign essay-writing projects on the subject of litter are invited to send winning contributions to the CTA Journal editor. The Journal will publish the best essay by a California student in a spring edition. Essays should be 500 words or less, typed on one side of paper, and submitted before March 1, 1957.

sponsible citizenship. The cooperation of the schools has been splendid and highly effective. Fathers and mothers have stated that they just do not dare to throw anything out of the car while driving. Johnny and Mary have carried the cleanup message home and woe to the parent who fails to heed their words of wisdom.

Handbook Is Available

In working with the schools, we found that definite teaching suggestions would be helpful. With that in mind we have compiled all of the suggestions that our teacher and principal friends have offered and incorporated them in detail in a cleanup handbook. Reprints, including a summary of what governmental agencies and others are doing, legislation and other pertinent information, are now available to the schools for distribution to individual teachers free of charge, as long as the supply lasts.

As the suggestion points out, each teacher has developed successful plans for group activities and for encouraging original and creative ideas. The purpose of the program is to foster in the minds of pupils an appreciation for beautiful surroundings, and a realization of the civic responsibility of everyone to keep public premises clean. An additional objective is to develop a realization of the danger of litter as a fire hazard, as a cause of traffic accidents and loss when bottles and cans are scattered along the roadsides.

Litter, consisting of trash of all kinds, and garbage, is a big item in the cost of government. A considerable amount of such expenditures can be saved. Nationally, it is estimated that it costs the nation's taxpayers more than \$50 million annually just to remove litter from primary highways alone, not to mention countless additional millions spent cleaning up parks, beaches, streams, city streets and other public areas. Our own Division of Highways spends \$700,000 annually to clean the roadsides of bottles and cans; Los Angeles, Orange and Ventura counties spend \$5 million for street and highway sweeping and cleanup of roadsides; San Francisco spends \$1,650,000 yearly to keep its streets and roadsides clean.

Ways to Aid the Drive

A start can be made with a survey of the classroom to determine the degree of neatness; next, the entire school buildings and grounds. Ask pupils to observe the litter condition of the streets



A group of Boy Scouts in Victorville took it upon themselves to clean up the roadsides, an example that caused the entire community to enter into a cleanup campaign. School children have been leaders in the state-wide anti-litter drive.

—Miller Photo, Victorville

or roads along their routes home, and the parks and playgrounds which they frequent. Later, short excursions can be made to determine the litter condition of the roads, immediately adjacent to the city limits. Consideration might be given to having city or county health officers conduct a tour to the trash and garbage disposal facilities, or inducing the authorities to make a series of colored slides for classroom instruction. The visits could be repeated at intervals to check improvements.

As soon as a course of instruction is determined upon, acquaint the city council, county supervisor, health department and planning commission of your plans. Ask the local chamber of commerce to sponsor contests for the cleanest school premises, poster contests, essay contests and for assistance along other lines. Keep the newspapers, radio and TV stations and other sources of publicity regularly informed of your activities and progress as their cooperation will be invaluable in keeping up the interest in your work throughout the community.

Following each of the surveys, pupils should submit papers giving their observations and suggestions as to how unsatisfactory conditions might be remedied. Reports on litter conditions, throwing of trash from passing cars, number of trash cans and warning signs passed while on auto trips away from home could be made a fascinating game

and would further focus attention on the problem.

Incorporate the litter theme in the usual essays, poster designs, songs, plays, photography courses. Incorporate a progress item in each issue of the school paper.

Institute cleanup drives of the rooms, halls and school premises, playgrounds, parks and streets along the route home. Develop a plan for pupil supervision of rooms and grounds with different leaders assigned each week. The pupil government might also set up rules for keeping the school premises tidy.

In the arts and crafts and manual training classes, build the simple trash bag holder and the cleanup gadget, plans for which are shown in the handbook. Design and construct a permanent trash container for the automobile, the contest to be sponsored by local car dealers . . . car manufacturers have been asked to include such a fixture in every new car.

Classroom Projects Suggested

As a part of the civics course, a study of local facilities and their operation would be welcomed by city and county authorities, and particularly by the State Department of Health. Include a study of that portion of the city or county ordinance dealing with the subject; methods of collection and disposal contracted for or city operated, compulsory collection services, ade-

(Continued to Page 32)

CALENDAR

of coming events

OCTOBER

- 5-7—CTA Central Coast Section; leadership conference; Asilomar.
- 6—CTA Central Section, Classroom Teachers Department; regular meeting, Fresno.
- 6—CTA State Board of Directors; Asilomar.
- 6—CTA Northern Section, Classroom Teachers Department; sixth annual better teaching conference; Chico.
- 7-11—Association of School Business Officials of the U.S. and Canada; 42nd annual convention; Washington, D.C.
- 8-9—CSTA Northern Leaders Conference; San Francisco.
- 12—CTA Southern Section; Department of Classroom Teachers meeting; Los Angeles.
- 12-14—CTA North Coast Section; leadership training conference; Benbow.
- 12-14—Delta Kappa Gamma, California; state executive board meeting; Fresno.
- 13—California Scholarship Federation; annual state convention of advisers; Palo Alto.
- 13—CTA Central Section; council meeting; Fresno.
- 13—CTA Southern Section; Council meeting; Los Angeles.
- 13-14—CESAA Southern Section; leadership conference; Big Bear.
- 14-17—County and Rural Area Superintendents, NEA; 11th national conference; Atlanta, Ga.
- 20—CTA Financing Public Education Committee meeting; San Francisco.
- 20—CTA International Relations Committee meeting; San Francisco.
- 20-26—National Safety Congress, 44th annual session; Chicago.
- 22-25—American School Food Service Assn.; 10th annual convention; Chicago.
- 23-26—CSSA annual conference; Fresno.
- 25-26—California Association of Adult Education Administrators; State Conference and CENTENNIAL.

OF ADULT EDUCATION IN CALIFORNIA; San Francisco.

- 26—Northern Section; local presidents meeting; Sacramento.
- 26—CTA Northern Section; Classroom Teachers Department; executive board meeting; Marysville.
- 26-28—CTA Bay Section; officers training conference; Asilomar.
- 27—CTA Northern Section; council meeting; Sacramento.
- 27—CAHPER annual conference of the southern district; Burbank.

NOVEMBER

- 1-3—California Council on Teacher Education; Yosemite.
- 3—North Coast Section; section council; Benbow.
- 3—CTA Bay Section; council meeting; Berkeley.
- 3-16—CTA North Coast Section; election of officers; by mail.
- 7-9—National Assn. of Public School Adult Educators; NEA; fourth annual conference; Atlantic City, N.J.
- 7-10—International Council for Exceptional Children; regional conference; Phoenix.
- 8-10—State Board of Education meeting; Long Beach.
- 10—CSTA, Northern Area, Professional Problems conference; Sacramento.



- 10—CTA Salary Schedules & Trends committee meeting; San Francisco.
- 10—CTA Legislative committee meeting; San Francisco.
- 10—CTA Tenure committee meeting; San Francisco.
- 10—CTA Youth Activities & Welfare committee meeting; San Francisco.
- 10-12—Adult Education Association; sixth annual conference; Atlantic City, N.J.
- 11-17—AMERICAN EDUCATION WEEK.
- 12—CTA Southern Section; department of classroom teachers; Los Angeles.
- 12-16—American Public Health Assn.; 84th annual meeting; Atlantic City, N. J.
- 16—NATIONAL TEACHERS DAY.

WHAT THEY DO NOT USE, THEY LOSE

SOMEONE should write a new book on THE PSYCHOLOGY OF FORGETTING. It should be required reading for all public school teachers. In that treatise there should be a section covering the reasons why *teachers forget that children forget much that they have been taught*. We cannot expect that skills learned during the previous school year or month will always be remembered and available for instant recall. "What we do not use, we lose." Language usage skills deteriorate during the summer or a vacation period of disuse. So do reading, spelling and arithmetic skills, not to mention a host of others, physical as well as mental.

As school begins again let's be realistic and cease to blame the teacher of last year, or the parents or the children, for forgotten knowledge. Let's start where the students are right now in their development, not where we wish they were. Let us take the "laws of forgetting" into consideration in our teaching. Perhaps they are just as important as the "laws of learning" we are all so fond of quoting.

Irwin O. Addicott
Dean, Fresno State College

What I'd like to know is—

Professional questions answered by **HARRY FOSDICK**, Secretary of CTA Commission on Personnel Standards.

Employing Agent

Q. A teacher was employed in our district and told by the superintendent to report to the pre-school orientation sessions on August 30 and to the classroom on September 3, although the governing board would not meet to approve his employment until September 6. On the second day of the orientation he was notified that the superintendent would not recommend him for employment due to additional information which led him to question the teacher's fitness for classroom duties. Since the superintendent is the authorized agent of the board, doesn't a verbal contract have any validity in a case like this?

Ans. Only the governing board is recognized as the employing agency by the Education Code. Regardless of what the superintendent may promise, there is no contract until it has been authorized by board action. This definitely was an administrative error, with the teacher as the major victim. Either the promise of employment was made on the basis of inadequate information or the change of mind constituted violation of the administrator's personal word, or both.

If the additional information was of such nature that the welfare of children might be jeopardized seriously if the teacher were employed, the superintendent probably made the better of two bad choices. If the change of mind was caused by rumor or personal convenience, the integrity of the superintendent is open to serious question.

In an effort to staff their schools and fill vacancies which occur late in the summer, administrators frequently commit themselves prior to board action as yours did in this instance. If a mistake is made, the teacher who has followed ethical procedures by withdrawing all other applications for employment is made to suffer.

Probably this can be remedied only if both the superintendent and the intended employee realize fully that the employment is not consummated until the governing board has acted. The

teacher should continue to seek employment in other districts where a firm contract is available. Then if the superintendent wants to be sure that he has filled the vacancy, he should arrange a special board meeting before he expects the candidate to abandon his search for other positions.

If this is not done, and the candidate is asked to report before the contract is approved, the burden of proof falls upon the superintendent to justify any change of plans. Anything less than a fully proven, strong indication that the welfare of pupils might be in immediate danger is inadequate.

Extra Duty

Q. I would like to know if, because I am a sixth grade teacher, my school district can force me to go to the school camp for a week. I have been given my choice of teaching fifth grade, which I do not enjoy, or teaching sixth grade and spending a week in camp with the class. I have two pre-school children at home and that makes it virtually impossible for me to attend the camp. I feel I am being forced, because of my children, to take a grade I do not enjoy or like.

Ans. Since your contract and tenure are for employment in the district, not for any specific assignment, the district has complete legal authority to assign you to any position which your certification qualifies you to fill. This certainly would include a fifth grade instead of a sixth grade assignment.

I understand your reluctance to attend the camp due to your home obligations. Many teachers I have known have enjoyed this type of experience with their students, but it is not possible for all. However, you are employed as a teacher, and if the convenience of the district leads the administration to assign you a fifth grade so that another teacher able to include the camp responsibility can take the sixth grade, no legal or ethical rights seem to be violated.

Life Insurance

Q. Does the CTA sponsor a life insurance program? Is it planning one?

Ans. Up to now the CTA special services program has not included life insurance, but the answer to your second question is "yes." The insurance committee has been working on a plan, various companies have submitted bids, the State Board of Directors has approved the plan, and a contract now is being drawn with the successful carrier. Announcement of a co-sponsored life insurance program can be expected in November edition of *CTA Journal*.

Is It Ethical?

Q. The day before our schools closed last spring two teachers found notes in their boxes laconically informing them they had been assigned to other schools for the next year. Neither of them had been consulted about the change. Is it professionally ethical for a superintendent to transfer an established teacher from one school to another without first consulting the teacher?

Ans. Your question recognizes that there is no legal consideration involved inasmuch as the board and administration have the authority to assign personnel wherever they believe the best interests of the district will be served. The ethical question applies only to the method of accomplishing the transfers and perhaps to the reasons which motivated them.

The final authority and the responsibility for decision cannot be changed, but Section IV-8 of the Code of Ethics ("The professional teacher acts with consideration in his contacts with fellow teachers") would seem to suggest that discussion of the impending change with the persons to be affected would be the ethical procedure. Certainly such discussion would offer much greater hope of accomplishing needed transfers with a minimum of damage to staff morale.

I believe experts in personnel administration generally recognize that transfers should be made only for the welfare of the district, never for punitive reasons. There should be no "Siberia" in any school district.



FROM THE FIELD

statewide professional news

GROUP LIFE PLAN APPROVED

The CTA board of directors approved on August 25 a contract with Occidental Life Insurance Company to underwrite and administer a group life insurance plan for CTA members. The approved plan had been studied by the CTA advisory committee on insurance for over a year. The plan, calling for 75 per cent enrollment of a chartered chapter, will be described shortly in *CTA Journal* and the company proposes to have the plan in operation by the end of the year.

FUND DRIVES THIS MONTH

October is fund-raising month for health, welfare, and recreation causes throughout California. Quotas are higher than last year in nearly every community, largely because of great increases in the number of children aided by agencies. The United Bay Area Crusade, for instance, will go after \$11,017,000, a goal 13 per cent higher than last year. Youth groups and recreation centers will take 28 per cent, child care agencies 27 per cent, community health centers 10 per cent, and specialized services (health) 35 per cent. Many teachers will be active in the drives; **Forrest Mitchell**, asst. supt. of Oakland schools, is president of Eastbay United Crusade.

BOLD IDEAS ON SHORTAGES

A midsummer citizens' Sequoia Educational Conference at Redwood City submitted an evaluation report which underlined the school finance problems of fast-growing San Mateo and Santa Clara counties. Suggested were: a school district sales tax, donations of improved sites by subdividers, lease-purchase of schools, exploration of ways to tax house trailers, apartment dwellers, motels, and subdivisions, allocation of part of city and county sales taxes, elimination of veterans' exemptions, and taxing of federally-owned lands. The report did not suggest how these things could be done.

AUTO INSURANCE TALKS OFFERED

Because nearly 90 per cent of the state's car owners buy auto insurance, the California Insurance Speakers Bureau will again make speakers available to explain the automobile insurance policy to high school driver education classes. Sponsored by the California Association of Insurance Agents and the Association of Casualty and Surety Companies, the Speakers Bureau representatives, most of whom are local independent insurance agents, delivered approximately 300 lectures all over the state last year. The lectures do not try to sell any company or agent, but simply explain what protection a policy provides and how it applies, the Bureau emphasized. To arrange for a speaker, write about two weeks in advance to the California Speakers Bureau, Room 501, 315 Montgomery Street, San Francisco 4.

New appointments with the California State Department of Education include **Dr. John R. Eales** and **Hugh G. Price** as consultant in secondary education, **Dr. Robert E. Browne** as consultant in curriculum development, and **Theresa W. Emley** and **David L. Prudhomme** as editorial assistants.

The California Agriculture Teachers Association named six "star teachers" to receive citations and awards. They are **Karl Robison**, Hayward; **Kenneth H. Easter**, Dos Palos; **Martin T. Thorstenson**, Watsonville; **G. Allen Sherman**, Mt. San Antonio Junior College; **William E. Braun**, Tranquility; and **Frank Bonito**, Placer Union High, Auburn.

"The Face of Lincoln," produced by the University of Southern California, is the winner of a Golden Reel Film Festival award at Boston in the classification for citizenship and government. Silver reels went to "Mike Makes His Mark," produced by Agrafilms for NEA and affiliated state education association (including CTA), and "Animation Workshop," produced at UCLA. Film Associates of California won a silver award for "Life in the Ocean."

Francis Noel, on leave from his position with the State Department of Education, currently is in Europe; he represented the U.S. at the annual conference of the International Council for Educational Films, at Copenhagen.

Stanford University has received a \$225,000 grant from W. K. Kellogg Foundation to finance a 4-year program in public school administration. Part of the funds will be used for 20 fellowships of \$3000 each. **Dr. William R. Odell**, professor of education, will direct the project.

Ralph Waldo Everett, 77, retired Sacramento junior college instructor, died August 21. He had served as president and executive secretary of CTA Northern Section, was a member of the State Council of Education for 16 years, and the CTA board of directors for six years.

Fourteen educational organizations and agencies participated in Riverside County Education Day September 29 at Idyllwild.

Dr. Chester Gilpin, former assistant superintendent of Orange County schools and members of CTA-SS board of directors, has been appointed assistant secretary in charge of business at Southern Section office, replacing **R. E. Reynolds**.

George I. Linn of Sacramento, originator of a series of slide-films and motion pictures of NEA conventions, left San Francisco September 6 with Mrs. Linn for a round-the-world cruise. During his absence the "Traveling Sam" features will be available from **Dr. Edgar Parsons**, 4031 Warren Ave., Sacramento 22.

Dr. Jessie Graham, supervisor of business education, Los Angeles Schools, retired last June from a position she held since 1927.

Mrs. Eleanor Amar, Hayward; **David Anfanger**, San Diego; and **Mrs. Lorraine Russell**, Fresno, represent CTA on the state advisory committee for the California Project on Fitness, sponsored by the state department of education. Other CTA members serve as chairmen of seven action committees.

Miss Frances Louise Johnson, social studies teacher at Hayward, was an award winner in the "Why I Teach" national essay contest sponsored by American Legion Auxiliary.

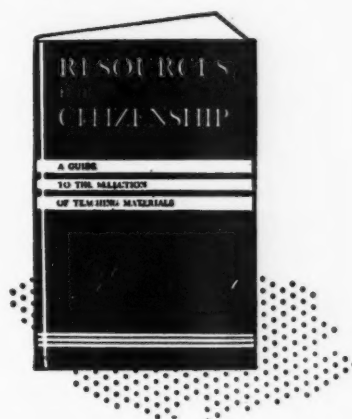
a balanced set of aids in

CITIZENSHIP EDUCATION

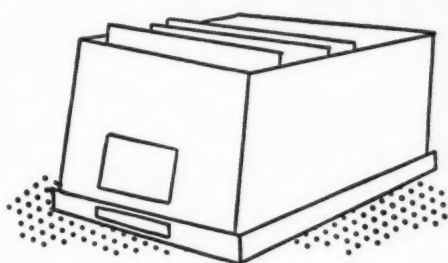
tested in more than 1200 school systems

RESOURCES FOR CITIZENSHIP

a comprehensive guide to a wide variety of citizenship-oriented books, pamphlets, and films . . . keyed to topics regularly taught in junior and senior high school classes
328 pages \$2.95 net



LABORATORY PRACTICES CARD FILE



descriptions of over 300 group activities designed to give junior and senior high school students experiences in citizenship . . . adaptable to most subject areas of the secondary school program
boxed and indexed, with manual and organization chart
\$12.00 net

EXPERIENCES IN CITIZENSHIP FOR ELEMENTARY SCHOOL CHILDREN

four "sociodramatic" teaching situations, one using picture identification, all using unfinished stories and class discussions. Each pamphlet, a manual for the teacher, describes an adaptable procedure . . . developed and tested in cooperation with intermediate classroom teachers

- caring for public property
- taking responsibility
- choosing good leaders
- understanding the disabled

available only in sets—all four titles \$1.50 net



Order from
CITIZENSHIP EDUCATION PROJECT
Teachers College, Columbia University
529 West 120th Street, New York 27, New York

STATE NEWS . . . (Continued from Page 20)

The former Mrs. Margaret L. Darroch and Mr. Jack A. Lemmer were married in July. Mrs. Lemmer is president of the San Diego County Teachers Association and she and her husband are members of the Lemon Grove junior high school staff.

Waurine Walker, past president of NEA; Jack Rees, CTA president; and Robert McKay, CTA assistant executive secretary, were featured speakers at the 16th annual CTA Southern Section leadership conference held at Camp Seeley Sept. 28-30.

Clovis union high school held an alumni reunion in June, attended by representatives of every class since 1902. Special tribute was paid former teachers, including Paul E. Andrew, principal and district superintendent from 1925 to 1946.

Active enrollment in California public schools as of March 31, 1956, was **2,940,846**. Breakdown, as quoted by California State Department of Education, was: kindergarten through grade 8, 1,914,984; grade 9 through 12, 504,616; grades 13 and 14, 84,756; special classes and adult classes, 436,490.

Mrs. Bernice Dredla Sanderson, Hawthorne, will serve until June 1959 as a member of the NEA Committee on Credit Unions.

Carl M. Hammer, graduate student at Stanford University, has been awarded the Shankland scholarship in school administration. He'll continue at Stanford and serve, part-time, as assistant to the superintendent of Las Lomitas school district, Atherton.

Dr. Gordon Warner, a retired lieutenant colonel in the U.S. Marine Corps, has been asked to serve as military liaison counselor for Southern California. The assistant professor of education at Long Beach State College will offer guidance to retired military personnel interested in qualifying for teaching.

Dr. Raymond B. Allen, chancellor of UCLA, has been named to membership in the National Council of the National Planning Association.

Vice-president of the International Graphic Arts Education Association is Richard J. Hoffman, Los Angeles City College. The election was announced at the 31st Annual Conference on Printing Education which adjourned on August 3 at Santa Barbara.

Of the 10,033 students who will complete their training for a teaching credential this year in the state, only about half—or 5259—will actually take positions in the state's public schools, while the actual need will be more than 15,000; two-thirds of these will serve in elementary schools and the remainder in junior and senior high schools.

Glen T. Goodwill is the new superintendent of schools at Santa Monica. He had been superintendent at Monterey since 1944.

New legal counsel for the NEA Defense Commission is Henry E. Butler, Jr. He has almost completed work on his Ph.D. degree from the University of California.

Mary Jo Tregilgas, Palos Verdes Estates, participated in her first meeting of the NEA Legislative Committee in Chicago over the Labor Day weekend.

Edwin A. Palmer, superintendent of San Pablo schools for 30 years, died May 24. A native of Bridgeport, California, he taught in Humboldt county and Concord before coming to San Pablo in 1926.

In midsummer the Ford Foundation issued checks total-

ing \$130 million to 630 privately supported colleges and universities of the U.S. as first payment on a program to help raise faculty salaries. Included were 34 California institutions, receiving a total of \$5,405,000. Second installment of the endowment grants will be paid next July.

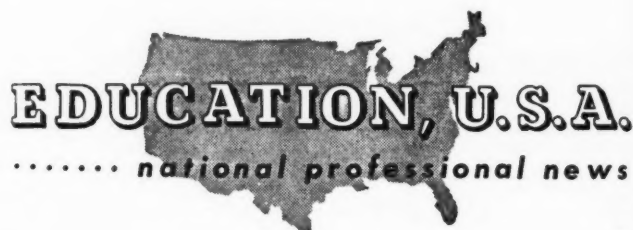
Norman A. Haas, Sun Valley junior high school, has been installed as president of High School Teachers Association of Los Angeles.

Dr. J. Paul Mohr, president of Sacramento junior college since 1949 and former vice-president of City College of San Francisco, died May 29. Long active in CJCA, he had served as president of the Association in 1950-51.

Former President Herbert Hoover dedicated the new Herbert Hoover Junior High School in San Francisco June 5. The Senior Statesman of the U.S. celebrated his 82nd birthday August 10.

Public Education Bulletin of Riverside County used an illustrated feature of Carol Fahy, Banning fourth-grader, reproducing the CTA Journal cover of May 1953 on which Carol was pictured. Ed Ritter is Bulletin editor.

Winfield Benner, principal in the Oakland school system since 1915, has accepted an executive position with CTA-Blue Cross.



PRESS HEEDS SCHOOL CRISIS


Almost every major magazine in the U.S. contained features during September on schools and teachers. Gone was the traditional school-boy cartoon with the back-to-school-with-reluctance theme. In its place generally appeared thoughtful editorials and feature articles describing the crisis facing public education: shortage of classrooms, shortage of qualified teachers, financing public schools, instructional practices. Educational Research Service (NEA) digests 123 articles from lay magazines for the second quarter of 1956, dealing with a wide variety of subjects: teen-age problems, threat of Russia in science teaching, uncertainties in the south, remedies for school shortages, curriculum improvements, swelling enrollments in the colleges. During September, too, appeared the usual "back to school" editions of weekly and daily newspapers in the U.S. In California, some of these special editions showed acute awareness of growing public interest in the problems of the schools.

DESEGREGATION MAJOR ISSUE

A third of the nation's schools are seriously affected by conflict over desegregation. Some teachers are migrating out of the 17-state area in the South where segregation of races has been required by law. A number of schools have not yet opened for fall classes due to community boycott when integration was attempted. Alabama voters approved constitutional changes which would permit the state legislature to abolish public schools rather than mix Negro and white pupils; compulsory attendance laws are being challenged in many areas. In the 154 counties where 50% or more of the population is Negro, resistance is violent, even moderation is rejected.



Proudly
Announces
the **EXCLUSIVE**
DISTRIBUTION
OF THE WORLD FAMOUS
M-G-M
FEATURE FILMS
AND SHORT SUBJECTS
in 16mm!



THE WORLD-FAMED TREASURES OF M-G-M
NOW AVAILABLE IN 16 MM.



Honored, acclaimed by press and public, these great motion pictures representing the **FIRST GROUP** of M-G-M School Classics, reflect the quality of productions being released by M-G-M in 16 mm. — for the first time in their full-length versions.

CAPTAINS COURAGEOUS
Spencer Tracy, Lionel Barrymore
DAVID COPPERFIELD
W. C. Fields, Lionel Barrymore
PRIDE AND PREJUDICE
Greer Garson, Laurence Olivier
BOYSTOWN
Spencer Tracy, Mickey Rooney
YOUNG TOM EDISON
Mickey Rooney, George Bancroft
TALE OF TWO CITIES
Ronald Colman, Basil Rathbone
TREASURE ISLAND
Wallace Beery, Jackie Cooper
NORTHWEST PASSAGE
Spencer Tracy, Robert Young

For a complete list of these films, see coupon below.

LOEW'S Incorporated
522 2322 15 25

Kindly advise us how and where we may receive the above feature films for showing in our school. We are also interested in receiving information on new titles as they are released.

NAME _____
ENROLLMENT _____
ADDRESS _____
CITY _____ STATE _____
ATTENTION OF _____
TITLE _____
DATE _____

EDUCATORS who welcomed the recent M-G-M announcement reprinted above will be doubly gratified to learn that Films Incorporated has been chosen as the exclusive 16mm distributor for these world-famed M-G-M features and short subjects. . . . The eight films listed above are but a sample of the more than 250 M-G-M feature classics *immediately available* to you . . . they are listed in the new Films Incorporated M-G-M catalog supplement now off the presses. . . . For first choice of subjects and booking dates, be sure to fill in the coupon below. Mail today for your advance copy of this complete list of M-G-M subjects . . .

FILMS INCORPORATED, a subsidiary of <i>Encyclopaedia Britannica Films</i> 1150 Wilmette Avenue, Wilmette, Illinois		DEPT. STM-1056	
Gentlemen: Please send:		Name of School _____	
<input type="checkbox"/> The new FI/M-G-M catalog supplement listing the many M-G-M films available and information on how we can use them.		Enrollment _____	
<input type="checkbox"/> The new 1956-57 FI catalog listing more than 1,000 films from 20th Century-Fox, Warner Bros., and other major producers.		Address _____	
		City _____ State _____	
		Attention _____	
		Title _____	
FILMS ARE SHIPPED FROM THE FI EXCHANGE NEAREST TO YOU:			
My preferred showing dates are: _____			
<input type="checkbox"/> I'll select <input type="checkbox"/> Please suggest			



Coloramic UNIVERSAL® "10-20" Desk No. 536. Amerex® metal-and-plastic top adjusts to 10°, 20° slopes, or level. One-piece, steel book-box. Cradleform seat swivels 45° each way, is adjustable automatically fore and aft. Also: Lifting-Lid Desk No. 534; top usable either level or at 10° slope.



Coloramic CLASSMATE® No. 549 Unit Table and No. 540 Chair. Table features Amerex top with aluminum banding; open-front book-box with convenient corner entry. Chair's deep-curved back adjusts automatically to fit each occupant; seats are compound-curved for maximum comfort; 9 heights.

Now, an even wider choice for you in American Seating functional furniture

When you choose American Seating, you select from the most complete line in the industry — you find what you want quicker; choosing is easier. For example, new Coloramic UNIVERSALS and CLASSMATES are finished in Diploma Blue and Classday Coral to lend new cheer to classrooms; are adjustable to a wide range of body sizes; come in models for kindergarten through college. They are functionally designed to improve teacher guidance and student learning; develop good posture.

These are typical reasons why more schools buy American Seating furniture than any other

make. Consequently, more and more students are benefiting from the proper posture and extra comfort provided by American Seating furniture. Wouldn't you rather have American Seating for *your* classrooms?

**AMERICAN
SEATING**



701 Bayshore Blvd., San Francisco 24, California
800 North Sepulveda Blvd., El Segundo, California

*Trade-mark of American Seating Company

SEND FOR OUR COMPLETE CATALOG

Put our experience to work for you. We offer a complete line of school supplies. Prompt delivery from large warehouse stocks.

School Desks and Chairs
School Tables
Stadium Chairs
Auditorium Seating
Folding Chairs
Teachers' Desks and Chairs
Church Furniture
Bleachers

Office, Library and Home
Economics Equipment
Filing and Storage Cabinets
Window Shades
Laboratory Equipment
Chalkboards and Supplies
Duplicating Equipment
Bulletin Boards

Flags
Athletic Goods
Maps and Globes
Pastes and Inks
Office and Library Supplies
School Papers
Art Materials
Primary Materials

"YES" on 2 and 3

*Your Association supports
Propositions 2 and 3 on the
November 6 ballot. Both will
provide needed funds for
educational construction*

TWO proposals on the ballot in the general election of November 6 have been endorsed by the State Council of Education, the policy-making body of California Teachers Association.

First is Proposition 2—the \$100,000,000 state bond proposal for the construction of school buildings—and the second is Proposition 3, which contains vitally important proposals for an increase in the state's facilities for the training of school teachers.

Proposition 3 was placed on the ballot by the Legislature to implement a five-year state building construction program. It proposes a \$200,000,000 state bond issue. A large portion of the money will help finance sorely needed buildings in state colleges and the University of California.

It is estimated that passage of the proposal will eventually finance construction of more than \$200,000,000 worth of buildings in the state colleges and \$114,000,000 worth for the University of California.

This is made possible by the fact that monies from surpluses will be added to the amount made available by the bond proposal, so that the total construction program will amount to nearly \$450,000,000.

Tables on page 26 indicate how this fund would be allocated.

The demand upon the state colleges is so great that the increase in enrollment at these institutions will be over 110 per cent in the next ten years.

During the same period there will be an increase of 60 per cent at the University of California, and almost 40 per cent at Mental Hygiene and Corrections institutions, and 77 per cent at the California Youth Authority schools.

The need for additional facilities at the state colleges and the branches of the University of California is brought sharply into focus by the realization that one of the most effective ways to help solve the overwhelming shortage of teachers for California schools is to train more college students as teachers. Additional facilities must be provided at the state colleges and university if more prospective teachers are to be trained.

This method of "more facilities equals more teachers" has been proven successful. For instance, during the last

five years the State of California has provided additional facilities at the state colleges, and during the same five years the percentage of California teaching credentials granted to persons with bachelor's degrees from the state colleges has increased by almost 50 per cent. Passage of the state construction bond issue would provide some of the needed facilities and help insure the training of more college students as teachers.

The Department of Finance has stated that, if the state construction bond issue is passed, the state will use the bonds only as need arises. Each year they will study the revenue of the state and determine how much of the needed construction can be financed from current revenues, and then sell bonds to cover the remainder of that year's needs only after all planning has been completed. Current estimates are that the average yearly interest on these 25-year bonds will amount to no more than \$2,500,000 and that the average yearly payments and interest will total approximately \$10,500,000. The total cost of the bond issue is estimated at \$260,000,000 approximately.

Although no opposition to Proposition No. 3 has developed as of this writing, the Governor has appointed a state-wide citizens committee to disseminate information about the necessity of the bond issue. More than 100 local organizations in cities from San Diego to Arcata have endorsed the measure.

Many state-wide organizations also have endorsed the measure, including the California State Chamber of Commerce, the California Federation of Labor (A. F. of L.), the California Republican Party, the California Democratic Party, the California Taxpayers Association, the California Teachers Association, the California-Nevada Methodist Conference, the California Congress of Parents and Teachers, the California American Legion, the California Veterans of Foreign Wars, the California Exchange Clubs, the California Probation and Parole Association, the California Wool Growers Association, the California Junior Chamber of Commerce, the California Young Democrats, the California State Employees Association, the California Board of Corrections, the State Board of Education, and the Native Sons of the Golden West.

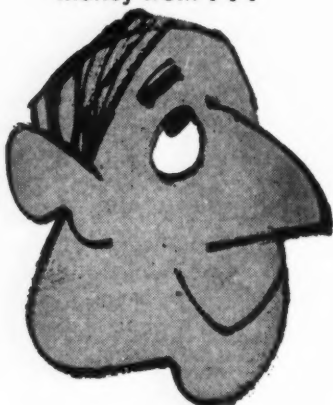
All CTA members are urged to support Proposition 3 and urge their friends to vote "Yes" on November 6.



American Indians used
wampum for money...



Modern folks use
money from PF!



NEED WAMPUM FOR FALL EXPENSES?

When the early American needed things he couldn't make or hunt, he had to spend months fashioning beadwork wampum.

Modern folks use money and credit to get the things they need. Right now, most of us have extra heavy fall expenses...and not enough wampum to meet them all.

If you need extra cash for heavy fall expenses, do as many of your friends and neighbors do...see PF. There's a PF office near you, to help you with all financial problems. Check your phone book for the PF office nearest you.



Home Office: Los Angeles, California

CAPITAL OUTLAY PROGRAM SUMMARY OF MAJOR CAPITAL OUTLAY PROJECTS FOR FIVE-YEAR PERIOD JULY 1, 1956, TO JUNE 30, 1961

(From Bond Proceeds (Proposition No. 3) and Current Revenues)

Programs	Totals
Education	
University of California.....	\$ 75,732,553
State Colleges	201,465,737
Special schools for handicapped.....	1,240,400
Mental Hygiene	
Hospitals	100,594,995
Corrections	
Adult facilities	25,524,671
Youth authority schools.....	13,009,020
Forestry honor camps.....	7,439,585
Veterans Affairs	
The Veterans' Home.....	3,400,000
Agriculture	
Field stations	117,515
Forestry	
Field facilities	3,236,071
General office buildings	
Site, construction and alteration.....	11,654,710
Military	
Armories	4,576,550
Total	\$447,991,807

UNIVERSITY OF CALIFORNIA—RECAPITULATION OF FIVE-YEAR CAPITAL OUTLAY PROGRAM BY CAMPUS

Campus	Total
San Francisco	\$ 7,632,600
La Jolla	2,378,895
Berkeley	37,681,355
Davis	8,668,675
Riverside	7,272,055
Los Angeles	40,144,475
Mount Hamilton	241,328
Field Stations	140,360
Santa Barbara	8,802,120
Total, Institutions	\$112,961,863
Preliminary plan preparation.....	\$ 1,081,035
Total	\$114,042,898*

*\$38,310,345 from allocations from the Fair and Exposition Fund and Special University Funds.

STATE DEPARTMENT OF EDUCATION—RECAPITULATION OF FIVE-YEAR CAPITAL OUTLAY PROGRAM BY COLLEGES AND SPECIAL SCHOOLS

Chico State College.....	\$ 7,030,600
Fresno State College.....	10,045,050
Humboldt State College.....	7,996,600
Long Beach State College.....	16,214,800
Los Angeles State College:	
San Bernardino Freeway.....	25,264,350
San Fernando Valley.....	20,117,500
Sacramento State College.....	14,458,400
San Diego State College.....	19,822,450
San Francisco State College.....	13,993,125
San Jose State College.....	29,366,837
California Polytechnic State College:	
San Luis Obispo.....	19,877,075
Kellogg-Voorhis Unit	13,889,850
California Maritime Academy.....	1,794,800
School for the Deaf—Riverside.....	508,400
School for the Deaf—Berkeley.....	732,000
Totals	\$201,111,837
Preliminary plans of preparation.....	1,594,300
Total, Department of Education.....	\$202,706,137



A MAN IS KNOWN BY THE COMPANY HE KEEPS A COMPANY IS KNOWN BY THE MEN IT KEEPS

Every one of the men who represent Spencer Press to schools and libraries is an experienced, successful educator. These men have not abandoned their academic careers. Rather, they are extending and broadening their service in the education systems of their respective states. Teachers and librarians can be sure of competent and helpful counsel in a specialized field of education from their Spencer colleagues.



OUR WONDERFUL WORLD

Herbert S. Zim
Editor-in-Chief

THE AMERICAN PEOPLES ENCYCLOPEDIA

Franklin J. Meine
Editor-in-Chief

THE CHILDREN'S HOUR

Marjorie Barrows
Editor-in-Chief



CALIFORNIA REPRESENTATIVES

Ben F. Davis, B.S., M.A., Ph.D., Box 64, Monrovia, California (Former Associate Professor of Education, University of Houston, Principal and teacher in California schools).

Robert W. Friedberg, B.S., M.A., 8128 Burnham Way, Haywood, California (Former instructor, Texas Technological College, Modesto and San Lorenzo High Schools).



SPENCER PRESS, Inc.

School and Library Division,
N. H. Gilbert, Director
179 N. Michigan Avenue,
Chicago 1, Illinois

A Publishing Affiliate of Sears, Roebuck and Co.

TEACHERS

Are you preparing your students for military service?

Let the Army help you with your Military Orientation Program

TODAY, it is not enough for guidance counselors to assist students in preparing for the best possible civilian careers. Leading educators have come to realize the importance of military guidance as well. With almost every young man facing some form of military service, a well-integrated military orientation program has become an important responsibility of high school teachers.

The U. S. Army wants to help you meet this added obligation and is ready to cooperate with you in every way possible. If your high school is presently without a military orientation program, the Army representatives at the Army Recruiting Station in your area will be glad to explain how such programs operate in other high schools. If you are already conducting such a program, the Army hopes you are taking advantage of its wide variety of informational literature available to you. Ranging from reference works for teachers to booklets for students, this literature should prove an invaluable aid in your military counseling.

To obtain your copies of these booklets, telephone your local Army Recruiting Station or else clip and mail the coupon below. In doing so, you will be helping both your students and your country.



Film for showing to Students or School Community Groups

Prepare Through Education (16-minute film which portrays problems of high school youths about to enter service and advice given them by their counselors) may be obtained free of charge by contacting your nearest Army Recruiting Station or by writing to:

THE ADJUTANT GENERAL
DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C.
Attn: AGSN-P

FILL OUT COUPON

THE ADJUTANT GENERAL
Department of the Army, Washington 25, D. C.
Attn: AGSN-P

Please send me the booklets I have checked. I understand that I also can get additional booklets for my students by writing to the above address or from my local Army Recruiting Station.

- | | |
|--|---|
| <input type="checkbox"/> Military Guidance in Secondary Schools
(Teacher military orientation reference booklet) | <input type="checkbox"/> This ... Is How It Is
(Student booklet describing Army life) |
| <input type="checkbox"/> Helping Youth Face the Facts of Military Life
(Teacher pamphlet on the need for military orientation) | <input type="checkbox"/> Reserved For You
(Student booklet describing Army job training opportunities) |
| <input type="checkbox"/> Army Occupations and You
(Teacher reference booklet on military occupations) | <input type="checkbox"/> It's Your Decision
(Student booklet describing ways to fulfill military obligations) |

TM 56-2

Name _____

Address _____

City _____ State _____

High School _____ Position _____

The Teacher's Role in the SCHOOL VISION PROGRAM

James R. Gregg

CLEVER teachers are better than school vision tests in spotting youngsters who need visual care. In fact, California's vision screening methods are designed to rely heavily upon the teacher and her observations.

"Vision screening does not relieve teachers, school nurses, and parents from noting the behavior, appearance, and complaints of pupils," it is pointed out in *Guide to Vision Screening of School Children*, published by the State Department of Education. This is necessary because all but the most comprehensive vision screening tests, of their very nature, do not uncover certain visual problems.

Tests of visual acuity, like the usual Snellen letter test, pick up the cases of blurred eyesight—nearsightedness and astigmatism. But, such tests reveal only a few of the pupils who need help.

Careful study of over 80,000 elementary school children by the Los Angeles College of Optometry revealed that about 20 per cent had inadequate visual performance. But over half of these

would have passed the Snellen test alone. These youngsters were farsighted or they had faulty ocular muscle balance enough to interfere with achievement.

Tests can be, and in many schools are, added to improve the efficiency of the vision screening program, and to detect more of the youngsters with deficient seeing. This becomes expensive and time consuming, and at best 100 per cent accuracy is never possible. Besides, problems of over-referral increase as more tests are used.

Teacher Can Help

But the teacher can save the day. She can locate the children overlooked by the screening test, and be on the job in between times. Besides she provides valuable information to support the test results.

Dr. Gregg is director of the department of education of the California Optometric Association, with offices in Los Angeles.



Some children require visual training to correct eye muscle difficulties. The teacher's observation of behavior is particularly important in such cases. Here a school nurse conducts a test.

The children needing visual care but who have visual acuity enough to pass the Snellen test, will always show symptoms of their problem. The teacher is in an ideal position to help—she watches the child work, measures his progress during the critical time he must use his eyes intently. She is a trained, experienced observer, who can serve the child better than anyone else, in noticing the signs of conflict when eyesight can't meet the demands of schoolwork.

Here is a list of meaningful symptoms of visual problems:

Frequent sties, swollen eyelids, red and watery eyes, or any persistent and unusual appearance of a child's eyes, including crossed eyes of any kind.

Restlessness and irritability, avoiding use of eyes, continued misbehavior and disciplinary problems.

Poor hand and eye coordination, tripping and stumbling, temper tantrums and unsociability.

While reading: frequent blinking, closing one eye, losing place, tilting head, reading too far or too close.

Complaints of headaches, dizziness, blurred vision, seeing double, fatigue, nervousness and even nausea.

"Failure to learn at the expected achievement level, if not accountable in any other way, may itself be an indica-



The cover test is being given a group of children to determine if their eye muscle action is normal. Such tests are normally given by vision specialists.

RELIEF

Here's welcome relief for teachers' busy schedules: classroom readers that blend enjoyment with learning.

No effort now to maintain children's interest—with universal-appeal subjects presented in controlled vocabularies and in story continuity that prompts children to "read through."

"I Want To Be" books or the "True Book" series for beginning readers. The unique "You" books for older children. Reinforced bindings, for top economy.

Relief is yours for the asking. Write for our complete catalog—NOW.



Childrens Press

Jackson & Racine, Chicago 7, Ill.

SUMMER STUDY in EUROPE

Earn professional advancement through participation in one of our summer travel projects in the fields of Education, History, Art, Music, Sociology, Languages, Journalism, etc.

Offered by colleges and universities, these travel courses are planned to satisfy "in-service" credit requirements. Total cost, \$495 up, includes everything from New York back to New York.

STUDY ABROAD

250 WEST 57th ST., NEW YORK 19, N.Y.

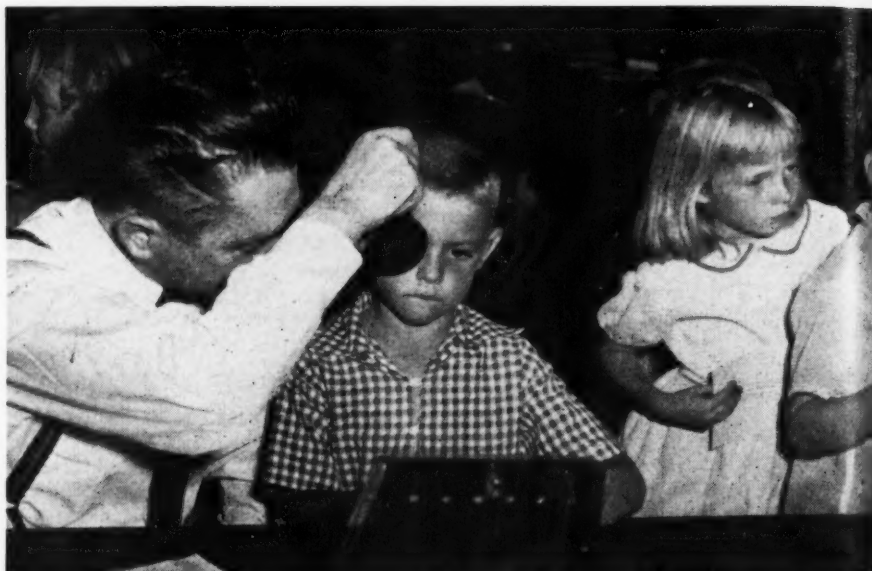
FOLKWAYS RECORDS

WORLD'S LEADING PRODUCER OF AUTHENTIC FOLK MUSIC ON RECORDS Including THE ETHNIC FOLKWAYS LIBRARY which contains an unusual selection of the music of over 200 peoples; recorded on location by native orchestras and vocal groups; each Long Play Record is accompanied by extensive notes by famous collectors and recognized authorities.

And the famous SONGS TO GROW ON series for children. ANTHOLOGY OF JAZZ and AMERICAN FOLK MUSIC, INTERNATIONAL, SCIENCE and LITERATURE series. Most of the issues are original recordings on HIGH FIDELITY—40-18,000 cycles. ALL FOLKWAYS RECORDS are guaranteed for quality of reproduction and content.

For complete catalog write to:
FOLKWAYS RECORDS & SERVICE CORP.
117 West 46th Street, New York 36, N.Y.

MENTION CTA JOURNAL WHEN
YOU WRITE TO ADVERTISERS



Children in this vision survey are being tested for ability to see at their reading distance, which may differ from their ability to see the blackboard.

tion of a visual problem," points out Dr. Gordon Kindy, president of the California Optometric Association. "The teacher with her records of achievement is very important in evaluating the child whose visual performance is below normal," he added.

Prevention of Fatigue

Another part of the school vision program is educating about seeing. Proper light and posture, how to use the eyes for reading, visual hygiene, and something about how the eyes function—all have a place in the curriculum. Teacher in this way can have a lot to do with prevention.

The teacher's role doesn't even stop there. She should know about the pupil who gets visual care. Are there limitations to use of his vision? Should he have special seating? Will he tire easily? Can he see normally with his glasses, or after his visual training?

Exchange of information, from teacher to vision specialist, and the reverse, makes possible a complete visual care program for the youngster. Reports of progress, changes in lenses or instructions, school behavior; these matters of information should be knowledge of everybody on the team—teacher, parents, and vision specialist.

Good visual health in practice also depends upon the teacher. Application of principles of light, posture, good seeing habits—she must know and apply them.

Without the teacher, any school vision program is of little value. With her, every child can have the chance to see as he should.

CTA Membership

Q. We have been told that if a teacher takes out a membership in CTA after July 1 for the first time that this is actually taking out a membership for 18 months. Our association would like clarification of this matter.

Ans. Since CTA membership is based on the calendar year, it has been the practice to close the membership books on August 1 and to apply all membership dues collected after that time to the following year. However, at the suggestion of the Section secretaries, the July 1 date will be used for those who are just starting their teaching in California. In most of these cases the dues are paid through the placement service and credited later to the proper Section.

Under this plan it would not be possible for a person to join every other year during July and thereby miss only a few editions of the *Journal* and a few months of other membership privileges. The earlier date for new members was merely a matter of facilitating the proper accounting of memberships in the Section offices.

CALIFORNIA'S MOTHER LODGE FILM WINS FIRST PLACE

"CALIFORNIA'S MOTHER LODGE," a documentary film (20 min., color \$200), produced by Ralph James, president of Sound-on-Film Products, Inc. (2648 - 18th St., Sacramento), has been awarded top place in a group of 90 films screened by the Northern Film Circuit of the California State Libraries Association.

LITTLE BUSY BEE . . .

(Continued from Page 14)

Coleridge would undergo withdrawal treatments.

Shelley would be welcomed with open arms into any one of countless societies of freethinkers.

Beethoven would be wearing a hearing aid.

Everything necessary would be done to bring them into optimum adjustment with the world about them. In the world of the future, it will be as unthinkable for a child to reach adulthood in a state of basic and unrelieved conflict as it will be for him to do so with a cleft palate.

Conformity and Genius

We must not be too surprised, however, to discover that as we straighten Michelangelo's crooked nose and teach him to win friends and influence people, we also eliminate future Sistine Chapels. A Shelley attuned perfectly to his environment might not envy the wild freedom of the skylark sufficiently to write immortal odes to the little wanderer of the skies. A sober and tranquil Poe may have small occasion to explore with morbid intensity the unutterable horrors which lie behind the mask of the Red Death. Let us eschew all beard-tuggings and eyebrow-raising when we find that between the rising curve of universal adjustment and the falling curve of individual genius there is a perfect correlation.

After all, we can't have everything, can we?

But let us assume that you are not completely satisfied with our short journey into the yet-to-be, that you yearn after some way for us to have our cake and eat it, too. There may be a way, but it will be a rocky and tortuous one, picking its path between the brambles of contrary statistics. What can a teacher do in the face of the twenty million dots which are being added annually to the world population map? How can an educator prevent worldwide psychiatry from adjusting us all into a universal mediocrity?

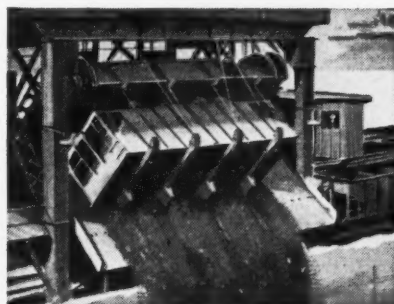
We can do this one thing, and may God and our children's children forgive us if we do not. We can remember that genius, little as we understand it, is beyond all cavil a phenomenon of the individual. Where the person of the individual has been held sacred, genius has thrived; where the individual has been throttled and ridiculed and debased, genius has fled. The Russian

FROM PIT TO PENNY



AMERICA'S RAILROADS MAKE THE CONNECTIONS!

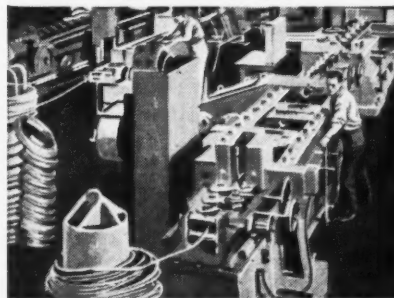
Copper is one of the most important metals — second only to iron in world-wide use. It forms a part of countless common articles, many of which you use every day. In its movements from mines to manufacturers and finally to the consumers, copper often travels thousands of miles by railroad.



Copper ore arriving from the mines is unloaded at the smelter by a huge machine that picks up the freight cars and turns them upside down as if they were toys! A ton of ore is usually needed to produce 20 pounds of copper!



Many complicated steps are required to make copper which is pure enough for commercial use. At last the refined copper, cast into shapes such as bars or rods, is ready for shipping to distant manufacturing plants.



More than half of all new copper is made into wire for use in the electric light and power industries, the telephone system, for hundreds of electric appliances and for the radar and other electronic systems so vital to our defense!



Most of the rest is combined with other metals to form alloys like brass (copper and zinc) and bronze (copper and tin). Safety pins, water tanks and pennies are among the thousands of products made with these alloys.

Carrying copper from mine to market is an important job for the world's most efficient mass transportation system. The heart of that system is our railroads, serving you at a lower average cost than any other form of general transportation.

**Association of
American Railroads**
WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 26.

steppes, which once flowered with the golden magic of Tolstoi and Tschai-kovsky, now shiver in the barren weeds of an occasional Ehrenberg. This is no coincidence. The Russians have tried to cultivate group genius, and there is no such thing as group genius.

We can remember that a genius is essentially a nonconformist. He is sent among us to protest, to upset, to prod and to shame us. He is not a comfortable person to have around, but he is far indeed from being a Communist, that arch-conformist of the modern world. He has other values and higher goals than we, but it is through genius

that the race moves, once or twice in a century, on seven-league boots.

Self-Realization Is Possible

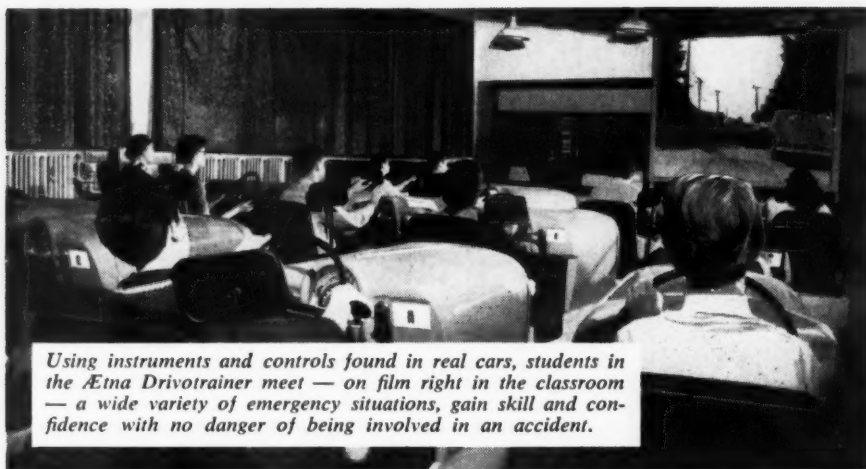
We can rediscover what seems to be a forgotten truth: that the men who made the earth move in new channels, who have lifted humanity out of ruts and given it wings, have not adjusted to environment. They have adjusted environment to themselves. Impelled seemingly by some force outside themselves, these men, like novae in the summer heavens, burn themselves out in brief exuberance, but change the shape of constellations overnight. Let

us not insist upon conformity, but rather upon self-realization on the part of each individual.

Above all, let us not surrender to the sheer weight of numbers. Because mankind is breeding in a veritable explosion of population, let us not numbly await the certainty of a Malthusian twilight of the gods. It may well be that the great contribution which America has yet to make in its cycle of universal history is the solution to this crucial problem of all time—the survival of the individual in a world of multiplying billions. Surely in the hammering out of a mighty issue such as this, there is a vital and unique role for education to play, a role which each of us professing this great calling must act out and add to until the time has come for us to leave the stage to those who will come after us.

For tomorrow will come, in one way or another. Make no mistake about that. It is up to us, as educators, to determine whether in the onsurging and billowing wave of the future, mankind will hear the laughter and the shouting of free men, or the murmuring of innumerable bees.

Drivotrainer Instruction Approved For Stanley Act Reimbursement



Using instruments and controls found in real cars, students in the Aetna Drivotrainer meet — on film right in the classroom — a wide variety of emergency situations, gain skill and confidence with no danger of being involved in an accident.

California Department of Public Instruction rules favorably on new training technique

California High Schools may now substitute 12 hours of inexpensive instruction in an Aetna Drivotrainer for 3 of the 6 hours of costly on-the-road training required in programs qualifying for reimbursement under the Stanley Act.

The ruling came as a sequel to an exhaustive controlled study by the Los Angeles City Schools Safety Section which demonstrated that the Drivotrainer:

Produces practically the same progress in driving skill as on-the-road training, and significant improvement in driving attitudes.

Permits training up to 50% more

pupils without any increase in the teaching staff.

Provides the student with experience in meeting a wide variety of on-the-road emergency and judgment-building situations without exposure to the risk of accidents.

Similar research conducted by Iowa State Teachers College supports the Los Angeles findings. And a number of leading insurance companies now permit substitution of Drivotrainer instruction for a substantial part of the practice driving required for automobile insurance rate reductions.

For copies of the Los Angeles and Iowa research reports and additional information on the Drivotrainer, write: Public Education Department CTA-2, Aetna Casualty and Surety Company, Hartford 15, Conn.

AETNA CASUALTY

AND SURETY COMPANY

Affiliated with Aetna Life Insurance Company
Hartford, Connecticut



LITTERBUGS . . .

(Continued from Page 17)

quacy of present system, costs; possibility of savings if public cooperated fully.

Driver education courses have become popular in most of our high schools and the litter problem has now been incorporated. Such a course includes, in addition to appreciation of beautiful surroundings, a knowledge of health, fire and traffic hazards, familiarity with state and local laws and ordinances covering the illegal disposal of debris, cooperation with the State Highway Patrol, city police and sheriffs, and the many organizations in their efforts to keep our roadsides, streets and recreational areas presentable.

These are some of the many suggestions offered. It would be very helpful if teachers desiring copies of that portion of the handbook dealing with public education could check with their school and determine the number of copies needed to supply each teacher. They could then be mailed in bulk instead of individually. With your continued help, the fight against litter will be won.



BOOK NOTES

The proceedings of the National Conference on Higher Education, held in Chicago last March, are now available in bound form, edited by G. Kerry Smith. Titled *Current Issues in Higher Education 1956*, it may be purchased from the Association for Higher Education, NEA, for \$4.00. The General Sessions addresses, as well as analysts' statements and recorders' reports, are included.

There are two more books in the series of University of California Publications in Education. Volume 12, No. 1 is *The Regional Project in Secondary Education*, an evaluation of a program of cooperative curriculum development, by T. Bentley Edwards. No. 2 in Volume 12 is *Patterns of Thinking in Solving Problems* by Guy T. Buswell with Bert Y. Kersh.

Proceedings on the California Conference on Problems of Education of Mentally Retarded in Secondary Schools, Volume II, No. 1, may be purchased from Raymond W. Wiedman, Editor, at Palo Alto High School, Palo Alto, for \$1.00.

If homework is a controversial subject in your school, you will be interested in a recently completed *Survey Concerning Parental Opinion of Homework Practices and Policies*, a result of a major project adopted by members of the Watsonville Union High School Guidance Committee. The survey is 58 pages, mimeographed, and may be obtained by sending 50c to Erwin A. Decker, Director of Guidance and Placement, Watsonville Union High School, Watsonville, California.

Two CTA field men have written a booklet for which there has been a real need. *Teaching in California*, by Ted Bass and Arnold W. Wolpert, provides factual and typical information calculated to provide a basis for the planning and preparation which precedes success in any profession, but which is invaluable to those who aspire to become teachers in California. The publisher, Howard Chandler, of Los Altos, says he will welcome any comments as to how the book may be improved. Copies may be ordered from Publishers' Book Service, 660 Market Street, San Francisco 4. Single copy price is 80c, with a 40 per cent discount applying on orders of ten or more.

Guiding Growth in Written Expression, Vol. I, is the third title in a series of language arts supplements published by the Los Angeles County Division of Elementary Education. It develops some of the ways in which the framework for language arts instruction presented in the course of study, *Educating the Children of Los Angeles County*, may be supplemented.

The National Commission on Teacher Education and Professional Standards, NEA, has just issued a 16-page booklet entitled *Invitation to Teaching . . . If You*

Have What It Takes. Addressed directly to young people, the book covers today's job openings and opportunities; requirements and responsibilities; and summarizes salary schedules, tenure, leaves, and retirement. Single copies will be furnished without cost upon request to NCTEPS, NEA, 1201 16th St., N.W., Washington 6, D.C. Quantity orders (at cost) are six cents per copy.

American Association of School Administrators, NEA, offers *Teacher Orientation: Off to a Good Start*. This 24-page booklet points out the kinds of help new teachers

need, things to be done to give that help, and the people responsible for seeing that such help is forthcoming. Price is 50c per copy, obtainable from AASA, NEA, in Washington.

Harper and Brothers have published *The New Teacher Comes to School* by Glen E. Eye and Willard R. Lane. 1956 publication, 376 pages, \$4.50. Dr. Garford G. Gordon, Asst. Director of CTA Research Department, has the following to say about it: "The authors survey the profession of teaching generally with respect to what is expected of its members and of the schools

NEW HORIZONS IN TEACHING

Hoping this proves interesting and helpful

Giant Ruler

Here is teaching devise in measurement and fractions for elementary school grades.

Mr. Struna and ruler he invented

This out-sized or giant ruler has moveable segments. These segments can be shifted to show graphically the relations between inches and parts of inches—2 halves, 4 quarters, 8 eighths, 16 sixteenths and one whole. All together it is the duplication of 5 inches of ruler.

By sliding these various segments into different groupings, pupils can see very clearly how an inch is the same as 4 quarters of an inch or 2 quarters and a half.

Class easily grasps the graphic fact that these are all the same measurement. For, this device makes it plain that an inch contains halves, quarters, eighths and sixteenths and almost any other combination of measurements.

First of these rulers were tested this year in Lima, Ohio 5th and 6th grades. Used only 15 minutes a day for 4 days, the results were reported "astounding." The same enthusiasm was experienced when demonstrated at Lima Mathematics Work Shop.

The mathematical mind behind the giant ruler is William F. Struna, instructor at South Junior High School, Lima, Ohio. Seven years ago when mechanical drawing was introduced into Lima's 7th grades and Mr. Struna was chosen to teach the subject, he found it quite noticeable that pupils couldn't measure—"at least not

the way they should."

That got him thinking how he could help pupils learn measurement and fractions earlier and better. As they are taught in 5th and 6th grades—Mr. Struna designed his ruler for these grades.

IF INTERESTED

This new, unusual ruler as described has been put into production. A limited quantity may be bought as the Strunaform Ruler. Just write Saturn Co., 1545 Crayton Avenue, Lima, Ohio.

A Delicious Little "Refresher!"

The light, bright flavor of tasty Wrigley's Spearmint satisfies for a bit of sweet yet isn't rich or filling. Gives you a little lift and the smooth, pleasant chewing helps ease tension. Try it tonight.





HELP!

Now—no more reader boredom. No more struggle to hold children's reading interest!

Use books specially created to lighten your classroom load: For beginning readers—"I Want To Be" books and the famous "True Book" series. For older children—the "You" book group.

These colorful books feature controlled vocabularies, with subjects appealing to every interest. Story continuity gives children the impulse to "read through." And (for economy) long-lasting, reinforced bindings.

Plan help for yourself—NOW. Write for our complete catalog.



Childrens Press

Jackson & Racine, Chicago 7, Ill.

we now have available a yield of

5.8%

interest per annum

compounded quarterly, on our FIVE YEAR THRIFT CERTIFICATES

which may be purchased for \$750 each and when held to maturity are redeemable for \$1000. Invested funds may be withdrawn at any time after 60 days, based on redemption schedule on certificate.

PACIFIC THRIFT and loan
6399 Wilshire, L.A. • WE. 3-5901



THE STORY OF RUBBER

32 pages, 8½ x 11.
Illustrations, Charts, Maps.
For 5th to 9th
Grades.

CLASS QUANTITIES

WRITE

PUBLIC RELATIONS DEPT.
FIRESTONE, AKRON 17, OHIO

FREE

TEACHER'S MANUAL INCLUDED

in which they work; they consider the problems peculiar to a new teacher and the responsibilities of both the newcomer and the oldtimer for the successful induction of new members into the profession. The responsibilities of teacher training institutions, administrators, fellow teachers, and the community in which the school is located, are all discussed, and the book concludes with a discussion of ways of planning a practical program for the induction of new teachers into a school situation.

"Probably the most important new idea brought out in the book is the importance of the preparation of adequate specifications that are to be filled, and the furnishing of full information to prospective candidates prior to the signing of contracts. It would seem from the detailed analysis of principles and practices given in the book, that this publication will repay thorough study by all concerned with the profession of teaching."

Farrar, Straus & Cudahy publish *Brainwashing, The Story of the Men Who Defied It*, by Edward Hunter, 240 pages, \$3.75. Minnette MacKay reviews it: Every teacher should be acquainted with this book, not to learn about Communistic practices *per se*, but to learn about education. It is the story of the perversion of the results from experiments conscientiously performed and reported with integrity. Had Pavlov known, he would have wept as some of the scientists wept whose work led to the atomic bomb. But the message of the book is hope. Brainwashing *can* be resisted. "If I had only known," mourned those who yielded in Korea. What did those who held out have? And how can youth be trained to resist? The book answers the questions in a way all teachers should understand.

Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10, publishers of many booklets for teachers and students, will send you the following booklets. Write them for prices on each:

Combating the Dropout Problem, by Charles M. Allen.

Teacher's Handbook, a guide to the interpretation and follow-up of achievement test scores, by Thorpe, LeFever and Naslund, all of USC.

How to Work With Parents, by Maria Piers.

Guide to Good Leadership, by Kenneth A. Wells (for students).

Free of charge is the new catalog listing instructional materials and services for elementary and junior high schools.

The World Affairs Council of Northern California has set up a service which will be useful to teachers of social studies. This is their Pamphlet Review Service, to be printed five times during the school year, and available on subscription. The rate is \$10 a year, with additional subscriptions at the same address for \$1.50 each. Among the educators on the Committee selecting materials for review are: Dr. Richard E. Gross, Stanford; Dr. Bernice Baxter, Oakland City Schools; Dr. Lavone Hanna, San Francisco State College. For further information write The World Affairs Council at 421 Powell Street, San Francisco 2.

EDUCATIONAL LEADERSHIP AND THE ELEMENTARY SCHOOL PRINCIPAL, by Charles R. Spain, Harold D. Drummond, and John I. Goodlad. New York: Rinehart & Co., 1956. 371 pp., \$4.50.

The authors have written a book which undoubtedly will offer guidance to principals now in service. For those anticipating elementary school administration, its textbook format and the inclusion of "problems" and bibliography make it a typical, useful work.

Divided into sections of apparently logical sequence, the book sets forth much that is standard and traditional in works of its type. There are sections on the nature of leadership and the development of the principalship, on the functions of the principal in program development, in pupil services, and in school administration, and on leadership in the community. Each section includes descriptions of development, trend, and lists of principles. Several (but not all) of the chapters contain adequate summaries of foregoing discussions.

Of greatest value are the attempts to specify procedures for the development of leadership. "Principles for principals" is an excellent example—and one deserving of wide use. Stress throughout is upon the need for principals to respect individuals both professionally and personally. School problems should be met cooperatively, with opportunity always for individual teachers to contribute and/or to learn from others. Reason rather than emotion should serve as the basis for constructive action by faculties.

The authors emphasize the importance of high faculty morale as the basis of school program development and service to pupils. They offer numerous anecdotes and "cases" which serve to illuminate the problems of leadership and to designate various recommended procedures. The result is frequently a stimulating and interesting discussion of specific situations. A cogent example of the point of view and techniques sanctioned by the authors is their review of the problem of promotion vs. non-promotion.

The significance of the principalship is indicated continually by the authors as basic to most of the activities in the school, as well as to the over-all environment therein. Upon the principal rests the total structure of faculty growth, pupil achievement, and community-school progress. One may well grant the authors their contention. Yet hope for greater public acknowledgement of this fact should not conceal the equally vital roles of faculty, district, and community personnel in American education.

This book is another in the line of attempts to relate educational practices to the ever-increasing knowledge now available in psychology, inter-personal relations, and group process techniques. As such it can be recommended to teachers regardless of their goals in school administration, and to principals and other administrators as well.

—Dr. Nathan Kravetz

PROFESSIONAL EDUCATION AS A HUMANE STUDY, by Robert Ulich.
New York: The Macmillan Company Publishers, 1956, 145 pages, \$2.50.

A spirit, which the author defines as "humaneness," should be injected into all levels of educational endeavor. Primarily this "humaneness" engenders an altruistic effort toward the development of superior persons.

Dr. Ulich traces the historical development of today's pedagogical concepts and analyzes them semantically. For example, the "liberalists" are, he feels, operating under a fictitious name, in that this term denotes something quite opposite to their present motives and aims.

This work abounds in provocative ideas, but probably will appeal to few laymen. For the educator it is a "must" . . . but the prospective reader will be fortunate if he is well versed in both classical and romantic languages.

Barry Gene Johnson

DRAWING & PLANNING FOR INDUSTRIAL ARTS, by John L. Feirer.
Chas. A. Bennett Co., Inc., Peoria, Illinois. 1956. 367 pp., \$3.96.

Here is a text that meets the immediate and long-range needs of the student in industrial arts. Beginning with simple hand sketching used so frequently by modern craftsmen, this text relates its instruction to the life and interests of the student. Abstract shapes are gone. Here you find exciting problems in fundamentals, designing, planning, architecture, maps, charts, and drafting practice. It is technically accurate, modern in the scope of its problems, relates to many industrial arts areas and is appealing in format. Guidance information is included.

Mark Erickson

TOWARD A RECONSTRUCTED PHILOSOPHY OF EDUCATION, by Theodore Brameld. New York: Dryden Press, 1956. 417 pp., \$4.50.

It is Brameld's contention that there is a need for a reconstructed philosophy of "culture-and-education," strong in its resemblance to progressivism, yet borrowing from other philosophies as needed. Believing that the prevailing mood of our time is "neo-conservative," he points out that we are habituated to more established points of view, to living in a cultural climate that is hostile toward innovation in matters other than technological. This is transitory, he feels, reflecting cultural pressures and bewilderment rather than clear understanding of issues and conditions.

Reconstructionism as a philosophy is concerned with the total culture, and as such, says Brameld, it is not satisfied with gradual transition, but rather asserts that "only a thorough refashioning of principles and institutions will make them serviceable for the future." The future would be a Utopian, world democratic order scientifically based and designed. Hopeless as it may seem, a reconstructed culture is not only possible and practical; "in a world haunted by omens of destruction, it is compulsory."

CHRISTOPHER COLUMBUS
HERNANDO DE SOTO
LA SALLE
JOHN SMITH
PETER STUYVESANT
ROGER WILLIAMS

ABIGAIL ADAMS
BEN FRANKLIN
THOMAS JEFFERSON
JOHN PAUL JONES
FATHER SERRA
GEORGE WASHINGTON

AH-YO-KA, DAUGHTER OF SEQUOYA
JOHN JACOB ASTOR

DANIEL BOONE
ZEBULON PIKE
RUFUS PUTNAM
NARCISSA WHITMAN

JANE ADDAMS
GEORGE W. CARVER
THOMAS EDISON

JAMES J. HILL
ROBERT E. LEE
ABRAHAM LINCOLN

48 REAL PEOPLE



IKHNATON OF EGYPT
ALEXANDER THE GREAT
ALFRED THE GREAT
CAESAR AUGUSTUS
CHARLEMAGNE
MARCO POLO

AKBAR OF INDIA
QUEEN ELIZABETH
JOHANN GUTENBERG
PRINCE HENRY
JOAN OF ARC
LEONARDO DA VINCI

PETER THE GREAT
JAMES WATT
FREDERICK THE GREAT
LAFAYETTE
CAPTAIN COOK
SIMON BOLIVAR

BENJAMIN DISRAELI
FLORENCE NIGHTINGALE
DAVID LIVINGSTONE
MARCONI
SUN YAT-SEN
ROALD AMUNDSEN

Eight groups of six authentic exciting biographies of great men and women from ancient Egypt to modern America. (The four groups listed at the right are already state-adopted in California.) These books offer challenging supplementary reading for intermediate and junior high school classes.

Sold only in boxed groups of 6 biographies each.

Row, Peterson & Co.
EVANSTON, ILLINOIS

watch

your girls and boys
make friends with a

**Thorndike -
Barnhart
Dictionary**



See how they respond to definitions they can understand . . . a pronunciation key they can use . . . help with reading, writing, spelling, speaking that works for them.

Beginning Dictionary (Grs. 4-5) • Junior Dictionary (Grs. 5-8) • High School Dictionary

SCOTT, FORESMAN AND COMPANY

Chicago 11

Atlanta 5

Dallas 2

Palo Alto

Fair Lawn, N. J.

What of the schools and teaching, therefore? Education will be the learning of cooperative methods for attaining objectives upon which the widest possible majority of the people can agree. Emphasis will be upon the currently-accepted skills with additional stress upon group process techniques to the end of rebuilding dominant cultural habits and attitudes. Brameld offers much that may be repetitious for today's teachers, for the methods include critical thinking, participation, problem-solving, and "social-self-realization" in a democratic environment.

Cultural reality in the form of debatable issues is to be introduced as early as possible within the level of pupil experience and understanding. This is predicated upon the development of critical awareness, the introduction into the classroom of all points of view, and the encouragement of pupils to "take issue with him [the teacher] whenever they have reason to do so." The teacher thus "avoids that pontifical superimposition that is still the rule rather than the exception in public education."

A readable, attractive book, Brameld's latest work deserves the attention of all now concerned with the path to be taken by our schools. The distance between the classroom teacher and the philosopher should indeed be shortened. And the thoughts and activities of the one might well be referred and related to those of the other. Brameld, while not necessarily our chosen pattern-maker for the present or the future, has ventured to offer thought and leadership highly appropriate to our times.

Dr. Nathan Kravetz

AUDIO-VISUAL AIDS

A department on teaching films
conducted by H. Barret Patton

DEVELOPMENT OF TRANSPORTATION

Perhaps no other factor in the development of California has been so dramatic as the methods of transportation to this state. Some sailed around South America. Other thousands made their way overland in covered wagons. The story of transportation in this country is colorfully developed through films, filmstrips and records, some of which are noted below:

"THE STAGECOACH," a film produced by Arthur Barr, 1265 Bresee Avenue, Pasadena 7, Calif.

A colorful story of frontier transportation in the 1860's, showing how the stagecoach with its rumbling wheels, skillful drivers, and lonely way stations, spanned a vast wilderness to link the western frontier with our growing nation.

Other films, filmstrips and records that may be helpful in the study of transportation are:

PASSENGER TRAIN. B&W; primary; Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland 5.

AIRPORT PASSENGER FLIGHT. Color; primary; Academy Films, Box 3088, Hollywood.

FRED AND BILLY TAKE AN AIRPLANE. Color; primary; Coronet Instructional Films; Craig Movie Supply, 149 New Montgomery St., San Francisco.

BOB LEARNS ABOUT OCEAN TRADE. Color; Intermediate; Frith Films, 1816 Highland, Hollywood 28.

HISTORY OF AVIATION. Color; Intermediate; Walt Disney Productions, 2400 Alameda Avenue, Burbank.

PONY EXPRESS. Color; Intermediate; Arthur Barr Productions, 1265 Bresee Ave., Pasadena.

COMMUNICATIONS WESTWARD. B&W; Junior High, Senior High; Teaching Film Custodians, Inc., 25 West 43rd St., New York 36, N.Y.

TRANSPORTATION IN THE U. S. B&W; Junior High, Senior High; McGraw-Hill; Photo & Sound, 116 Natoma Street, San Francisco 5.

FILMSTRIPS

Freight Trains at Work, Robert Fulton, Land Transportation, Transportation in the United States, all available at Curriculum Films, Inc., 10 East 40th Street, New York 16, N.Y.

Railroads at Work and Working on the Railroad, Association of American Rail-



Just one of ten beautiful color photos
in Greyhound's classroom wall display

"Highways to History"

Series of 10 historic scenes
printed in natural colors
stretches to 8 ft. width

FREE to all teachers!

It's an informative teaching aid... it's a handsome classroom decoration! Greyhound's full-color display, *Highways to History*, depicts dramatic views of ten historically famous places in different parts of America. They bring to life vivid moments from the past, dramatize achievements of national importance in history and progress. This

display is now available for mailing to you and your class, so write for your free copy today.

PLUS... related "Lesson Topics."

This 8-page study of historic places takes your class on tours of America's best-loved shrines. Kit contains factual information on bus tours for any class or school group.



THIS COUPON BRINGS YOUR WALL DISPLAY AND LESSON TOPICS

Mail to Greyhound Information Center, P. O. Box 815, Chicago 90, Ill., for your display and _____ sets of Lesson Topics. (Not more than 15 sets to a classroom, please).

Name _____

Address _____

City _____

State _____ ST-10-50

GREYHOUND

roads, Transportation Building, Washington, D.C.

Transportation: Horseback to Jet, Life Magazine, Inc., 9 Rockefeller Plaza, New York 20, N.Y.

RECORDS

California Gold Rush (Enrichment 103), Folk Songs of California and the Old West; Stanley Bryce Bowmar, 35 So. Raymond Ave., Pasadena 1.

Going West (Young Peoples Records 301), Historical America in Song—Album VI ("Songs of Expanding America"); Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland 5, Calif., or 5625 Hollywood Blvd., Hollywood 28.

Pony Express (Young Peoples Records 507), Trains and Planes (Young Peoples Records 706), Train to the Farm (Children's Record Guild 1011), Tugboat Peter Moran (Columbia MJV 142), What the Lighthouse Sees (Young Peoples Records 702), Working on the Railroad (Young Peoples Records 427), The Wright Brothers, Pioneers of American Aviation (Enrichment L108).

FREE FILMSTRIPS

Current Affairs Films (527 Madison Ave., New York 17, N.Y.) has a number of useful and valuable strips which have been so produced that banks, insurance companies, and other industries may "sponsor" them and make them available in any locality. Sponsors furnish prints to high schools throughout their areas. Each month of the school year, they release a new filmstrip dealing with contemporary affairs. Recent titles in the series have included: "India Today," "Changing Latin America," "The American Presidency," "Canada Today," and "America's Youth."

EDUCATORS PROGRESS SERVICE, Randolph, Wisconsin, has announced the availability of the 17th annual edition of its *Educators Guide to Free Films*. Completely indexed, the 560-page guide lists and describes 3453 free educational films. Of the total, 766 are new listings. Guide also includes an article by Dr. John Guy Fowlkes, entitled "Films and Common Sense." Price is \$6.

NEW DISTRIBUTION AGENCY

Louis de Rochemont Associates, Inc., 380 Madison Avenue, New York 17, N.Y., have entered the 16 mm. distribution field. In order to assure the widest possible distribution of the films, they will be sold or rented at unusually low prices. The first three films available are still being released theatrically:

"HELEN KELLER IN HER STORY," life-of-print lease \$100; rental \$12.50 (profits to go to Helen Keller Fund for World Service).

"THE GREAT ADVENTURE," \$150, rental \$15, 75 minutes.

"SUEZ," \$100 in color, \$60 B&W, rental \$10 and \$6.

NEWS NOTE

It will be of interest to many Californians to know that Dr. Wayne M. Mann has published a new book on "How to Achieve Political Greatness" (Exposition Press, Inc., \$3). Those of us in the Audio-Visual field will remember his earlier work in the closed-circuit field of television.

BOOK-BAN FILM

Storm Center, a Columbia motion picture starring Bette Davis, is being presented at "invitational" showings. The picture deals with a current problem: shall politically objectionable books be removed from public libraries? One reviewer says,

"Alternating between extreme simplicity, both in narration and action, and profound symbolism, the film is stirring, emotion-provoking, melodramatic, and unnecessarily complex." Another said: "The people came out whispering. The picture has a dynamic impact, but I would say the controversial areas are exaggerated."

MUCH-NEEDED, long awaited \$1 books for Classroom Teachers

BAITED BULLETIN BOARDS by Tom Koskey - - - - - \$1
All aspects of bulletin board planning and arrangement covered.

WELL SEASONED HOLIDAY ART by Barbara Linse - - - - - \$1
Novel and stimulating ideas to cover every holiday art and craft activity.

ARITHMETIC GAMES by Enoch Dumas - - - - - \$1
New zest to teaching arithmetic in kindergarten through sixth grades.

LIVING BLACKBOARDS by Les Landin - - - - - \$1
A handbook of blackboard cartooning, and ideas that every teacher can use.

100 BLACKBOARD GAMES by Les Landin - - - - - \$1
Suitable for social studies, science, language, arithmetic teachers of various levels.

OTHER New and Practical Publications

A CITIZEN'S GUIDE TO CALIFORNIA GOVERNMENT - - - - - \$1.50

AUDIO-VISUAL MATERIALS AND TECHNIQUES - - - - - \$1.95

TEACHER'S CRAFT MANUAL - - - - - \$2.00

FUNDAMENTAL MUSICIANSHIP FOR THE ELEMENTARY CLASSROOM TEACHER - - - - - \$2.75

LANGUAGE ARTS, THE CHILD, AND THE TEACHER - - - - - \$4.50

Send Orders to:

EDUCATION DEPARTMENT,

Fearon Publishers, 2450 Fillmore Street

SAN FRANCISCO 15, CALIFORNIA

CHARLES SCRIBNER'S SONS

Educational Department

are pleased to announce

the addition of

MR. HARRY W. RINEHIMER

to our staff of

California representatives



Mr. Rinehimer is well-qualified to help in the selection of instructional materials for elementary and high school use.

Call or write

367 South Pasadena Ave.
Pasadena 2, California
Ryan 1-7461

560 Mission St.
San Francisco 5, California
EXbrook 2-4007

OX CART TO AIRPLANE . . .

(Continued from Page 6)

1930. As truck and rails battle over freight revenues, compromising on a "piggy-back" partnership, it appears that more and more passengers will take to the air.

School Buses Operate

Transportation affects education, too, as leaders in public school finance well know. More than nine million children are now transported by 130,500 school buses. California school districts operate 5,713 buses at a cost of more than \$20 million a year, exclusive of capital outlay.

Transition from oaken wheels to steel

rails to concrete pavement to airborne was forced by the pressures which moved California from mining to pastoral to agricultural to industrial.

Ironically, the bicycle created a demand for good roads after 1900. The millions spent for highways in the last half century is only a brief preface to the story of freeway and expressway construction yet to be told. The state now budgets over \$200 million a year for its highways, but an estimated three billions are needed in the next ten years. Over six million motor vehicles are now registered in the state—and most modern homes provide garage space for two cars in every family.

The Collier-Burns Act of 1947 proposed a ten-year highway program of \$2.4 billions, with an increase in fuel taxes, in order to modernize the 14,000-mile state highway system. It provided a model for the nation in engineering, efficiency, and enforcement. A fourth "e" may be added, too, as the University of California's Institute of Transportation and Traffic Engineering has

pioneered in education of public officials.

Federal aid for California highways during the three years 1957 to 1959 will reach \$390,987,500, most of it appropriated in the Federal Highway Act of 1956. In addition, more than \$23 million in federal funds will be made available to counties of the state for secondary roads.

Students in the classroom—citizens of tomorrow—will be more and more concerned with transportation as the agricultural-industrial economy of California becomes more complex. In a very personal way, they must know how highways are built and paid for, how traffic can be controlled and become more efficient in our city streets, and how to drive safely. Driver education, including safety and conservation, is already well established in the high schools.

The public schools of California may not escape the responsibility of training young people for the world in which they live, a world shrunken by safe rapid transport.

Improve your reading program with the
READING ESSENTIALS SERIES



by Leavell,
Hannum, Sharp
and
Davis

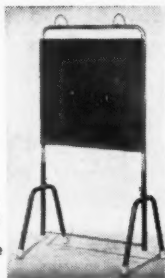
for grades 1-6

Provides for
a systematic
development
of essential
reading
skills

Write for free information
THE STECK COMPANY
Publishers
Dept. G-2 Austin, Texas

CHART RACK

- Adjustable—maximum height 53½ inches
- Strong light frame
- Aluminum parts anodized satin finish
- Won't tip or wobble even under heavy load
- Rubber caps on base
- Extra large chart holders
- Easily stored—light in weight
- Attractive classroom furniture
- Choice of chalk board or screen projection surface
- New functional design



COWAN PRODUCTS INC.

808 R STREET SACRAMENTO
Pioneers in light metal school products

New Nature Catalog #5 FREE

Covers mainly western nature study.
Maps, charts, games, books, booklets,
records, collecting equipment, etc.

NATUREGRAPH CO.
San Martin, California

FREE ON REQUEST

Before you buy any books for your school library, send for our graded catalogs: "Books for Young People" (Elementary) and "Books for Junior and Senior High Schools"—both with subject indices.

J. B. LIPPINCOTT CO., Box X-56
SCHOOL-LIBRARY DEPT. PHILADELPHIA 5, PA.

TREMENDOUS MAILING OF ATTRACTIVE FOLDERS TO AID CAMPAIGN FOR PROP. 2.



Miss Grayce Murray, supervisor of Offices Services at CTA headquarters in San Francisco, perches on top of a pile of cartons filled with literature urging Californians to vote "Yes" on Proposition 2 November 6. These cartons are less than half of the consignments shipped to Council presidents of the California Congress of Parents and Teachers, who will distribute one and one-half million pieces of "Vote Yes on 2" literature. Endorsements of Proposition 2 organizations include: California State Chamber of Commerce, California CIO Council, California Congress of Parents and Teachers, California League of Women Voters, California Farm Bureau Federation, California A.F. of L.-CIO, California Real Estate Association, California School Boards Association, California Taxpayers Association, California Teachers Association, Democratic State Central Committee, Los Angeles Chamber of Commerce, San Francisco Chamber of Commerce.

officials.
highways
to 1959
t of it
highway
re than
will be
ne state

citizens
d more
as the
of Cali-
In a
know
aid for,
nd be-
streets,
educa-
vation,
e high

ia may
train-
rld in
ken by

Yours — for the Asking

Just take a look at the materials offered especially for you by advertisers in this issue. From month-to-month you will find a variety of offerings—free teaching aids; catalogs of supplies and equipment; information about new products or services; sometimes free samples. Write directly to the advertisers or use the convenient coupon below.

35. *Descriptive Order Form* for new slidefilms on railroad transportation available free as a permanent gift to schools. (Association of American Railroads.)

36. *Military Guidance in Secondary Schools*, a teacher military orientation reference booklet. (U. S. Army.)

37. *Helping Youth Face the Facts of Military Life*, a teacher pamphlet on the need for military orientation. (U. S. Army.)

38. *Full-color brochure* showing new Classmate line of modern classroom furniture, in Diploma Blue and Classday Coral. (American Seating Co.)

39. *Graded Catalog* of children's books and Classified Catalog of books for high school libraries. (J. B. Lippincott Co.)

40. *Tapestry of Knowledge* is a chart showing the five broad areas of Man's knowledge divided into 30 educational themes with up to 16 areas each suggested for unit study; contained in large 20-page brochure telling about the new 18-volume reference set, "Our Wonderful World." (Spencer Press, Inc.)

46. *The Recording as a Teaching Tool* is a compilation of articles on the use of records in the classroom from kindergarten through college. It suggests the great variety of educational material available in this form, as well as the great uses to which records can be put. (Folkways Records & Service Corp.)

4. *The Story of Rubber*, 32-page booklet, well illustrated, charts and maps. Available in classroom quantities for grades 5 to 9. Teacher's manual also included. (Firestone.)

20. *Catalog* of books pre-planned to blend information with enjoyment in the

development of reading skills. Unusual, fascinating subjects hold classroom interest, encourage students to "read through," lighten teachers' loads. Grade interest level indicated for each book. Carefully graded vocabularies, proper type size, beautiful color artwork, sturdy cloth bindings (reinforced). (Childrens Press.)

25. *Highways to History*. A new wall mural 8 feet wide, in full color, showing beautiful photographs of ten historically famous places in America. Includes an 8-page lesson topic, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines.)

28. *Worktext Catalog*. 80-page catalog. Lists worktext, workbooks, teaching aids, texts, readers, and library books in the fields of mathematics, science, music, tests, reading, history, health, shopwork, and many others. (The Steck Company.)

30. *Request Card* for a copy of the Teacher's Manual for the 29th Annual Standard School Broadcast Course, "The World of Music." This series of broadcasts will be divided into two groups of 13 broadcasts each. Programs in the Fall series will be devoted to "Music of the Old World" and those in the Spring will emphasize "Music of the New World." (Standard Oil Company of California.)

49. *Brochure* on Summer Study in Europe in the fields of Education, History, Art, Music, Sociology, Languages, Journalism. Planned to satisfy "in-service" credit requirements. Cost, \$495 and up. (Study Abroad.)

33. *Nature Catalog*. Lists maps, charts, games, books, collecting equipment, and so on. Particularly devoted to western nature study. Ask for new free catalog No. 5. (Naturegraph Co.)

34. *Information* on three-dimensional bulletin board letters that you merely press into the bulletin board. (Cleveland Plasterines.)

52. *Investment information*. Your money earns 5.8 per cent a year with this investment company. Booklet available. (Pacific Thrift and Loan.)

50. *Catalog* listing more than 1000 feature films and short subjects from the studios of Warner Bros., 20th Century-Fox, Walt Disney Productions and other major producers. Many excellent for class work; others suitable for noon movies, assembly programs, film appreciation, holidays. (Films, Inc.)

USE THIS COUPON

State Teachers Magazines, Inc.
Dept. B, 307 N. Michigan Avenue
Chicago 1, Illinois

Available in
school year of
1956-57 only

Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

35. 36. 37. 38. 39. 40. 46. 4. 20.
25. 28. 30. 49. 33. 34. 52. 50.

Name.....
Subject.....Grade.....
School Name.....
School Address.....
City....., California
Enrollment: Boys.....Girls.....

NOW! Enjoy the Health Benefits OF THIS FAMOUS FOOD SUPPLEMENT

and SAVE OVER \$3 PER 100!

16 VITAMINS 12 MINERALS

In a Single Tablet

FOR
LESS
THAN **2½¢** A
DAY



Including the Important "RED" Vitamin B-12 Along With Other Stimulants for the Growth of

RED BLOOD CELLS—

Try this all-Vitamin-Mineral Formula, PLEMS—at a cost of \$2.35 for 100 Tablets—one a day is an adequate dose.

Again VITAMIN-QUOTA leads the way in supplying the vitamin needs to millions at amazing savings. Here, combined in one small tablet called PLEMS, you get 16 high-potency vitamins and 12 minerals. Included in this outstanding formula are the amazing "RED" Vitamin B-12 and Folic Acid, which have stirred the medical world and mark the greatest advance in blood building since liver. Heretofore vitamins of this type have been very expensive, but they are now available in PLEMS at a price within the reach of all. Compare the potencies in PLEMS—and don't forget that potency is the one factor which determines value—with vitamin-mineral products you are now using or with any supplements containing these splendid blood-building factors and see how much you can save. Nowhere in America will you find such unitage in a single tablet so reasonably priced. No matter which vitamins you have used and how much you have paid for them you should test the value of this truly fine formula now.

Each PLEMS tablet contains

Vit. A 5,000 USP units	Cal. Pantothenate 3 Mg.
Vit. D 1,600 USP units	Niacinamide 20 Mg.
Vitamin B-12 2 Mcg.	Vitamin K 0.2 Mg.
Folic Acid 0.3 Mg.	Vitamin E 1.25 I.U.
Vitamin C 50 Mg.	Biotin 1 Mcg.
Vitamin B-1 5 Mg.	Rutin 1 Mg.
Vitamin B-2 2 Mg.	Choline 10 Mg.
Vitamin B-6 0.5 Mg.	Inositol 10 Mg.
Cobalt 0.15 Mg.	Iodine 0.15 Mg.
Copper 1 Mg.	Molybdenum 0.5 Mg.
Fluorine 0.1 Mg.	Potassium 5 Mg.
Iron 15 Mg.	Zinc 10 Mg.
Calcium 143 Mg.	Magnesium 110 Mg.
Manganese 1 Mg.	Phosphorus 110 Mg.

One tablet daily meets or exceeds the MINIMUM daily Vitamin requirements.

100 Tablets \$ 2.35 250 Tablets \$ 5.25

500 Tablets \$10.00 1,000 Tablets \$19.00

PLEMS are sold only at the address below. We pay all postage. Order C.O.D. or save all charges by sending check or money order. Money back if not satisfied.

VITAMIN-QUOTA

One of the world's largest distributors of vitamins. Est. 1923. Serving over 1,250,000 families, coast-to-coast.

Dept. L-475, 1125 Crenshaw Blvd.,

Los Angeles 19, California

Sales in Calif. add 4% to total of order.

NEED FUNDS?

PTA and other school groups make money selling our famous TEXAS SHELLS PECANS. Write

J. R. FLEMING & CO.
Weatherford, Texas

FREE TRIAL—NEW KINDERGARTEN AID
Solve "parent problems" happily with this splendid new sound color film strip. Runs 20 minutes... explains kindergarten teaching methods fully so parents quickly understand and give full cooperation. Already used successfully by school systems in 21 states. Purchase price only \$11.00. Write today for FREE 15 day preview trial. FREE PREVIEW does not obligate you to buy.

Write KINDERGARTEN AIDS
1001A Avalon Ave. Santa Ana, Calif.

Teachers sometimes resent their "bosses," the Administrators. Here are some pointed tips on how to avoid unnecessary friction.

Fern Fletcher

ADMINISTRATOR ANTIPATHY

UNFORTUNATE but true is the fact that many teachers possess a pronounced antipathy toward administrators. This, perhaps, is a legacy from the bad old days, lost, it is hoped, beyond recall when members of the teaching profession suffered the terrors of third-rate citizenship.

In many a tiny town, teachers of the past taught in a condition of chronic fear under the dread eyes of tyrannical principals. The egomaniac Mr. Conklin of the "Our Miss Brooks" program is a stereotype of this petty despot, who tormented his faculty with his caprice and his power to hire and to fire.

Tenure and the times have combined to eliminate this menace. The teacher of ability and integrity has less to fear from the whims of his superior than most individuals engaged in industry or business. However, despite the vast improvement of the teacher's position with respect to job security, some of the old animus for administrators remains.

Teachers, when interviewed, are vague as to the basis for their administrative antipathy although they will admit that the feeling exists. Frequently, they will ascribe their distaste to the personality of their individual administrators. Sometimes this explanation is the correct one. More often it appears that this answer is merely a rationalization of more basic feelings.

Anti-administrative bias seems built upon three things.

First, the legacy of the past. Education has its traditions. And, unfortunately, the traditions of past teaching are replete with authoritarian behavior on the part of administrators, narrow censorship of private lives, and demands

for duties almost beyond the capacity of human nerves and emotions.

Second, the American dislike for authority. Most Americans resent directives and directors. Within the national character runs a strong strain of the same feeling which made Thoreau, the spokesman of individualism, cry out, "We should be men first and subjects afterward."

Third, the belief of many teachers that administrators are more interested in placating school boards than in aiding the educational process. Many teachers feel that school boards are chiefly concerned with the protection of tax rates. This opinion is undoubtedly biased, but it contains enough truth to be widespread among teachers.

This last is a serious indictment. Its truth or falsehood could be argued extensively without any possibility of a verdict. But it is believed and it is this "belief," whether correct or not, which is the basis for much of the teacher's antagonism toward administrators.

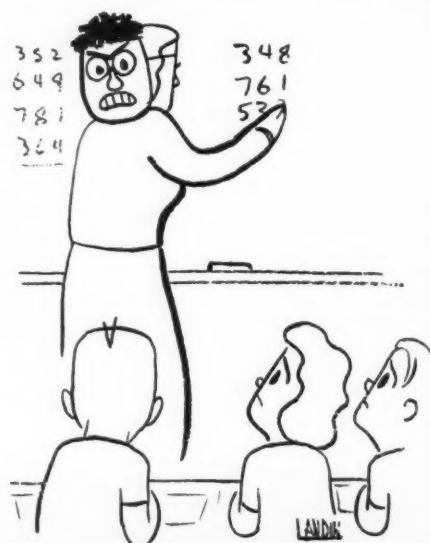
Obviously, administrators can do little to destroy the memories of past injustices except to make sure that they, themselves, are guilty of no present

ones. In the same vein, American distaste for authority may be attacked only by being certain that necessary authority is displayed with tact and understanding.

The belief of many teachers that administrators are less interested in education than in pleasing a group of tax-conscious school-board members, however, can and should be attacked by intelligent administrators. Often the basis for this belief rests with the custom of confining policy decisions to the administrative level. Frequently the reasons for policies, often valid and understandable ones, are not communicated to the teaching staff. The teachers, confronted by decisions and without understanding the causes, are apt to arrive at the conclusion that these decisions were reached without regard to the welfare of the educational process.

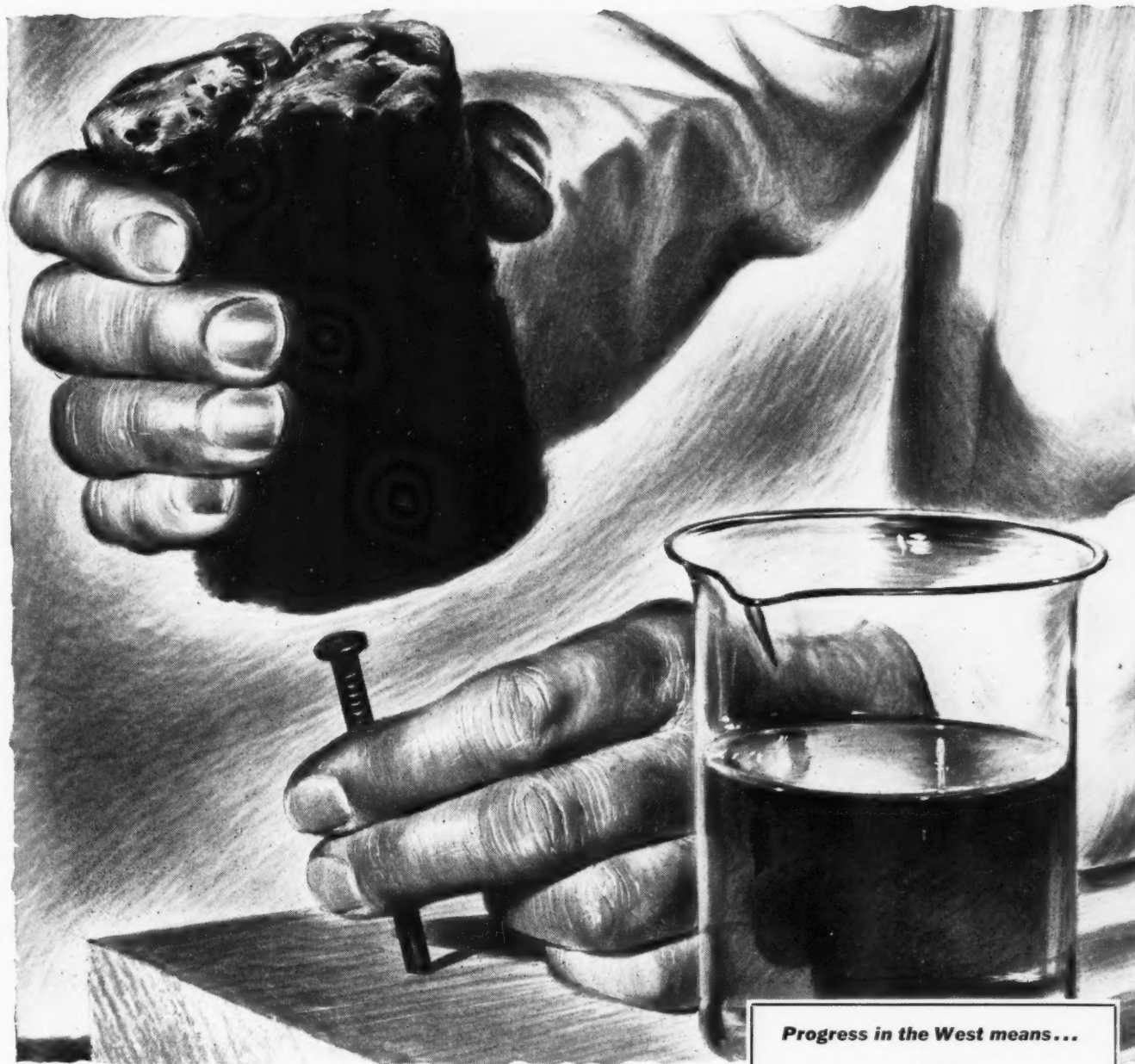
Administrators also often show a disregard for problems, which to the teacher concerned are vital. Faced with the responsibility of administering a large staff and student body, the administrator cannot work up much concern over the scarcity of erasers in the fifth grade room of Mrs. Jones. In this the administrator errs, for these incidents, trivial in themselves, have a profound cumulative effect upon teacher morale, which, in the last analysis, is the most important factor in school efficiency.

Finally, the teacher should be made to feel that, if her work maintains an adequate standard of professional competence, she will receive unswerving support from her administrator. This is difficult to achieve in the face of irritable and powerful parents, but it is imperative. If the teacher believes that the administrator is sincerely devoted to the principles of democratic education and is willing to support these principles without reservation, most of the animus that many teachers hold toward administrators would disappear.



Miss Fletcher is a teacher at West Athens elementary school, Los Angeles.

Standard's new radiation-resistant lubricants are helping put atomic power to work



During exposure to atomic radiation, some petroleum oils are turned into solids, hard enough to drive a nail, useless as a lubricant

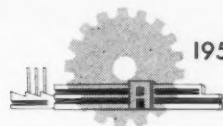
BY 1975 the world will use nearly twice as much energy as it does today—and atomic power will be needed to supply part of the growing demand. Helping develop this new power, Standard research teams have been working with the Atomic Energy Commission on many projects during the past 10 years.

One of our most urgent problems was to find lubricants for atomic machinery able to withstand withering radiation. Using a brand-new base derived from petroleum, Standard scientists developed oils that last two to three times longer than conventional lubricants—and speed the day when commercial atomic power will help drive planes and ships, and generate electricity for your home.

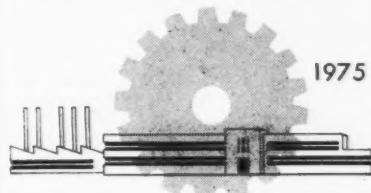


STANDARD OIL COMPANY OF CALIFORNIA
puts petroleum progress to work for you

Progress in the West means...



**atomic energy will be needed to
help meet 1975 power demands
of nearly twice those of 1956**



CTA MEMBERS SAVE OVER 35% ON CAR INSURANCE IN APPROVED PLAN!



—Despite last year's general rate reductions, policyholders in the statewide CTA-approved CALIFORNIA CASUALTY—TEACHERS PLAN are still able to obtain automobile insurance at more than 35 per cent below standard rates. Initial premium continues at 20 per cent under prices charged by most companies, and the current dividend is an additional 20 per cent of premium. *Average saving on policies expiring this month is \$41.75.* Even if you are now insured by a non-Board company at sub-standard rates, you may save about 20 per cent.

—These substantial savings are gained without the slightest sacrifice in the quality of your protection. California Casualty writes standard, non-assessable policies exclusively. The company has the highest obtainable policyholders rating, and provides

nationwide claims service equal to the finest. It received top recommendation for CTA sponsorship from the CTA ADVISORY PANEL ON INSURANCE after careful investigation of many companies. You save *safely* in this low-cost plan!

SEND NOW—DON'T WAIT!!!

that this insurance is best for teachers. Read details and compare costs based on estimates for your particular car. No matter when your present policy expires, return the coupon immediately.

to explain the Plan at one of your local association or faculty club meetings, just write or phone collect to either address or number printed below.

CUT ALONG THIS LINE AND MAIL TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN • 417 SOUTH HILL STREET, LOS ANGELES 13 • 22 BATTERY STREET, SAN FRANCISCO 11

YES, I AM INTERESTED . . . in your plan which may save me 35 per cent on car insurance. Please send me details, including your exact costs and estimated savings for my particular car. *This request does not obligate me to become a policyholder.*

Teachers Name _____ Age _____ Birth Date _____ School Name _____ School City _____
Spouse's Name _____ Age _____ Birth Date _____ Spouse's Occupation _____ Employer _____

Residence Address: No. and Street _____ City _____ Zone _____ Home Phone No. _____

Are there OTHER male drivers of THIS vehicle residing in household? _____ If "yes," give age _____ Birth Date _____ Principal Driver _____ Occasional Driver _____ (Check One)

Car Year _____ Make _____ Model (Bel Air, Customline, etc.) _____ Body Type _____ No. of Cyls. _____

Date Purchased _____ Motor No. _____ Is car usually driven to work? _____ If "Yes," is distance, ONE way, under 10 miles? _____ (If none, give serial or ID number) (Yes or No) (Yes or No)

Is car also used in spouse's occupation? _____ School Phone No. _____ **Most recent CTA No.** _____ (All policyholders must be CTA members)

ESSENTIAL! Date Present Policy Expires _____ Do you own other cars? _____ (If you do not have a policy, write "None") (Yes or No)

Company(ies) Now Insured By _____

OFFICE USE

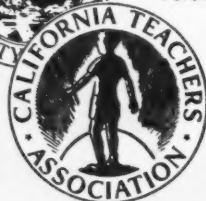
Terr. _____ Cl. _____

Sym. _____

Coll. _____

C-10-56

To quote **LOWEST RATES** to which you are entitled we must have **ALL** data requested.
For **IMMEDIATE COVERAGE** phone collect: L. A.—MADison 6-1461; S. F.—SUTter 1-2600.



STATE UNIVERSITY OF IOWA LIBRARIES IOWA CITY IOWA

9-58